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Volume XIX – No. 1 June, 1971 Published by The Library Binding Institute

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The Library Binder

Volume XIX — No. 1
June, 1971

Published by
The Library Binding Institute
160 State St., Boston, Mass. 02109

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About the Cover

A view of the skylight in the new library at Rosary College, River Forest, Illinois, as seen from the foot of unusual spiral staircase. *See page 9.*

THE LIBRARY BINDER is the official publication of the Library Binding Institute and is published semi-annually.

Membership in the Library Binding Institute is open to any qualified book binder or supplier to the book-binding industry interested in promoting and maintaining the highest standards in binding technique. Information concerning certified, associate and institutional membership available upon request.

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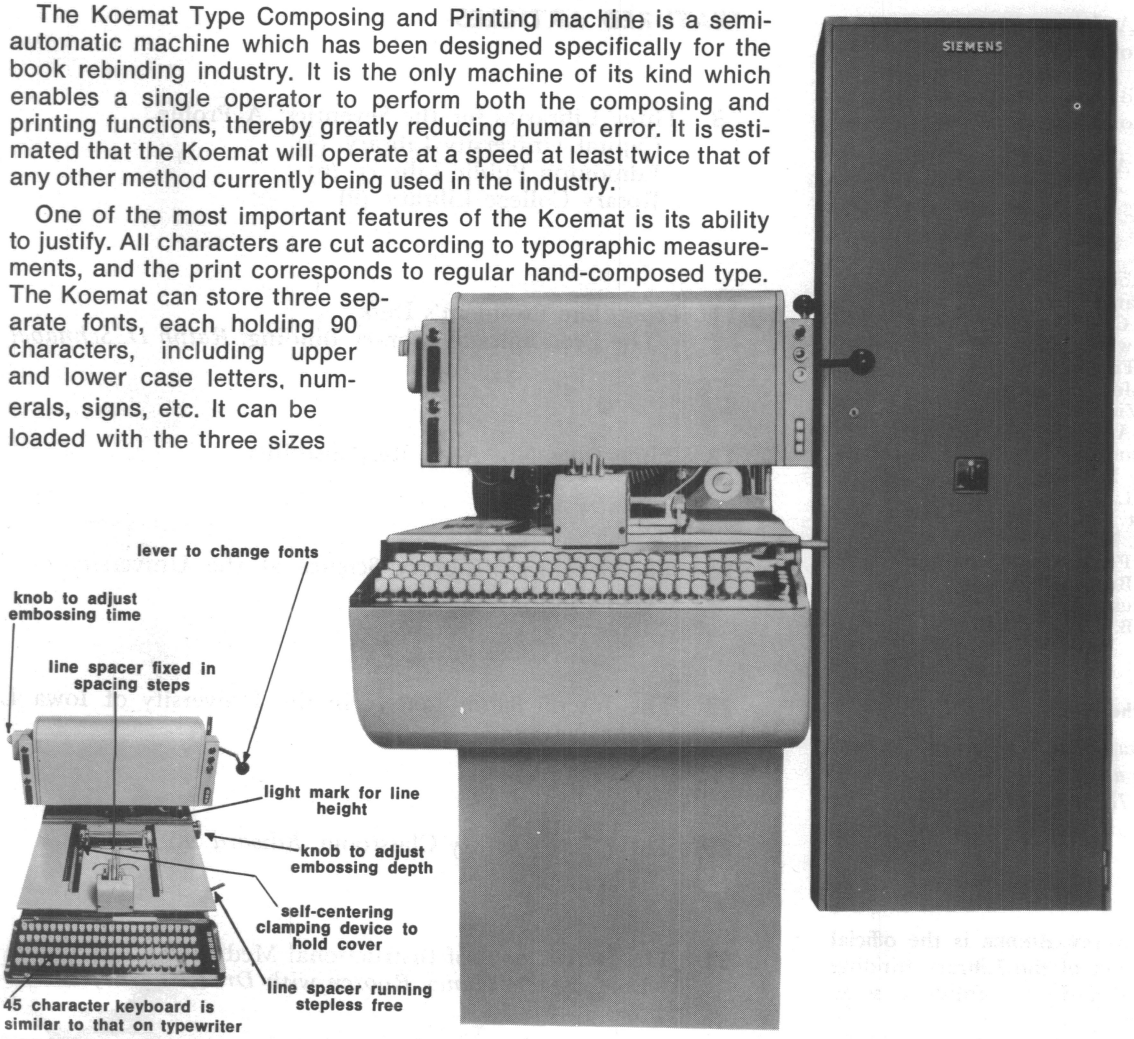
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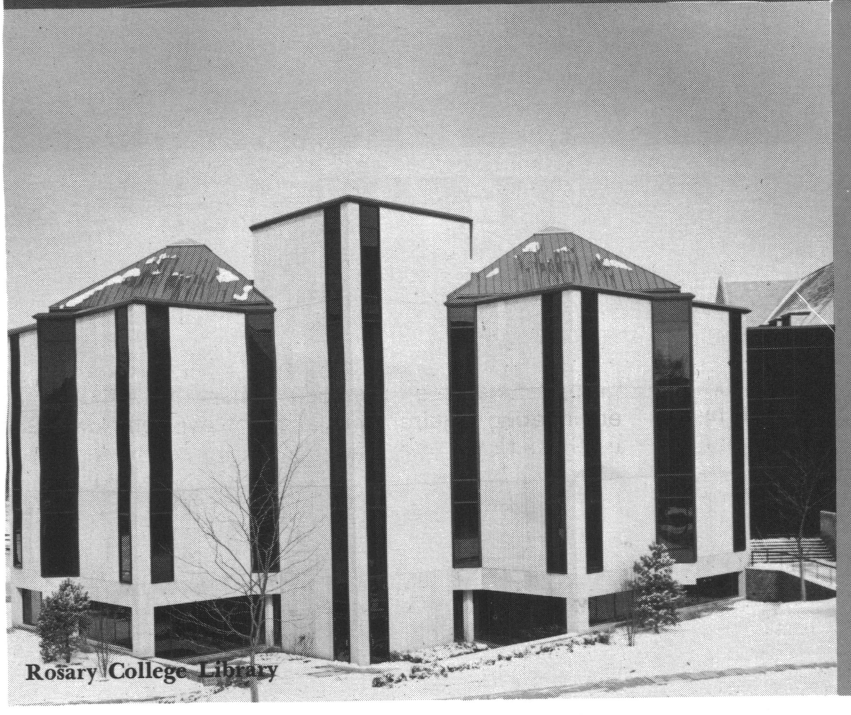
THREE LIBRARIES FOR THE SEVENTIES:

Capital University Library

Edmonton Public Library



Rosary College Library

A PROFILE

Three Libraries for the Seventies:

CAPITAL UNIVERSITY LIBRARY

Columbus, Ohio

By DALE E. SHAFFER

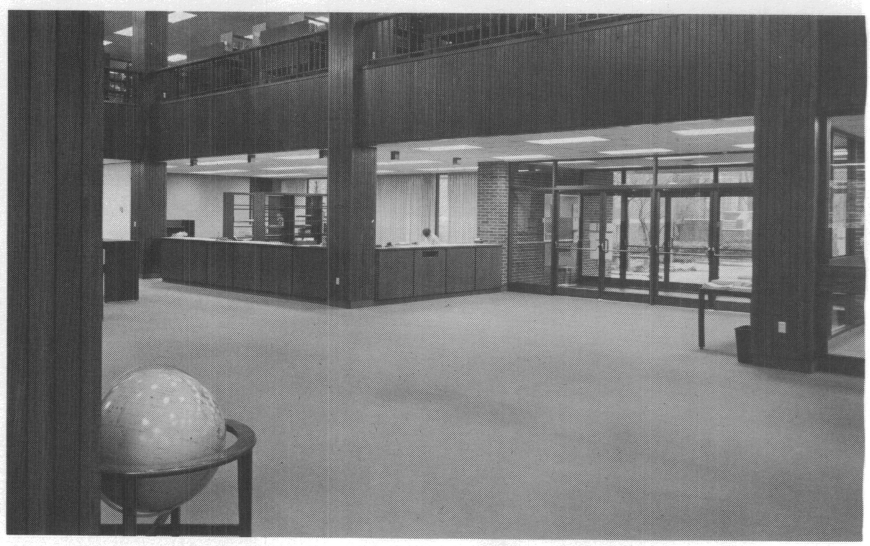
Capital University's new five-floor library facility was designed as a centralized resource center to fulfill many objectives. Basically, it was planned to serve as a first-class college library, offering students and faculty a standing invitation to all types of learning media. Its primary objective is communication—getting resource materials into the hands of patrons. The aim is to permit students greater freedom and access to multi-resources and equipment, and to provide them with accommodations conducive to research, study, reflection, and enjoyment.

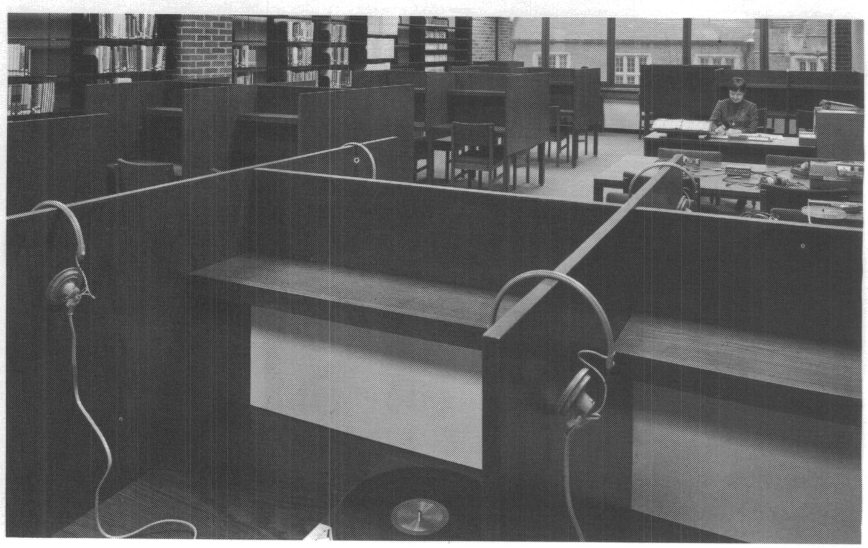
Simplicity of organization and layout is one of many keys used to accomplish this objective. In fact, the "principle of simplicity" has been applied to design, layout, organization, and procedures. All resources are organized in open stacks, by type of material, and with separate card catalogs for each media. The circulating book collection is arranged consecutively on the second, third, and fourth floors, according to the Dewey Classification System. The Main Card Catalog indexes books only. Division of the catalog simplifies both filing and use.

Throughout the building, separate areas have been set aside for collections of pamphlets and documents, filmstrips, films, film loops, records, tapes, scores, microfilm, and curriculum materials. Each has its own card catalog located with the collection, and each type of material is processed in a simplified, non-Dewey manner. All procedures are continually reviewed and evaluated on the basis of their success in getting materials into the hands of students. Simplified classification procedures have been found to be more effective than the time-consuming, traditional methods. With such emphasis being placed on simplicity in the processing of resources, it seemed only logical for the library staff to apply the same philosophy to layout. Why not organize a college library in a manner so simple that even a third grader could easily make use of it? Why not begin with only one assumption—that the user has the ability to count and he knows his abc's. In other words, design it more for people than for materials.

The Main Floor was planned and designed to convey a feeling of spaciousness, warmth, splendor, and quiet dignity. A vast amount of walnut-stained oak furniture and woodwork, fluorescent lighting in abundance, air conditioning, colorful chairs, and gold carpeting create a favorable first impression. Colors used on various wall sections play an important part in the overall decor. Even colorful covers of periodicals and resources are used to brighten certain areas. People are emotionally responsive to their surroundings, and color is one of the chief factors that make this library a pleasant place in which to work. The facility offers students ample opportunity to find accommodations somewhere in the building to suit their particular needs, moods, and tastes.

Located on the Main Floor are areas for circulation, reference, technical processing, current periodicals, offices, and after-hours study. Hours for the





latter are adjustable to the changing needs of students. Three elevators are provided for the convenience of patrons and staff.

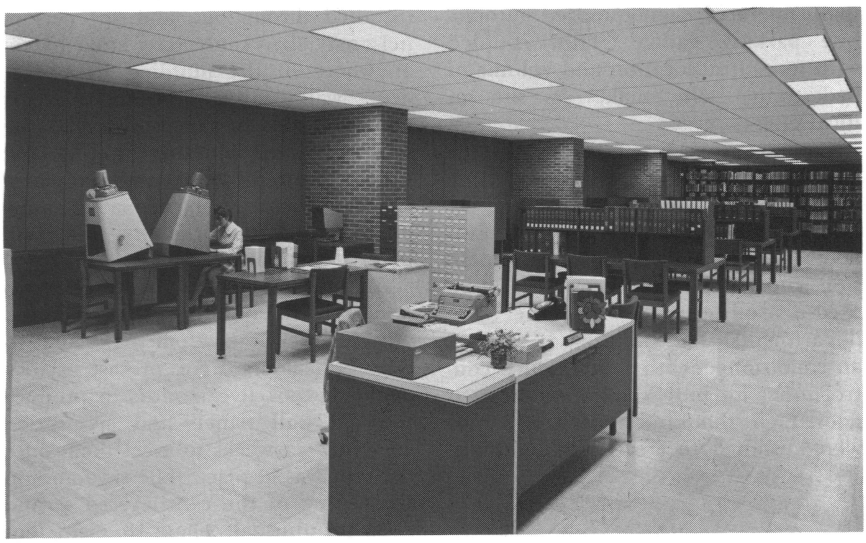
The Ground Floor is devoted mainly to audio-visual resources and services. Separate areas are provided for: AV Center (which has almost unlimited possibilities), Curriculum Materials Center, filmstrip collection, music listening, group stereo listening, AV classroom, staff lounge, canteen, and storage. The large, modern Curriculum Materials Center, with its public school atmosphere, houses a specialized collection of both elementary and secondary materials. Nearby are related areas for film previewing, stereo listening, video taping, and production of AV teaching aids.

A new feature on the Second Floor is the Reserve Room, which operates on a self-serve basis. Students are admitted to the room and encouraged to help themselves to reserve materials. The task of signing check-out cards is eliminated. Various pieces of equipment are available in the room to accommodate recordings, tapes, film loops, and other AV reserve materials, and a staff assistant is on duty at all times to provide assistance when needed.

One of the most striking areas in the library is the second-floor mezzanine overlooking the Main Floor. Patrons seated in carrels located around the bronze railing are treated to an aesthetic view of beautiful woodwork and furnishings.

Other special features of the upper floors include a simplified open-stack pamphlet collection containing over 10,000 units; a Rare Book Room which also houses Capital's historical materials; a juvenile collection; free typing facilities; faculty carrels; and a large conference area suitable for accommodating groups of 300 persons. Most areas throughout the building have the designed capacity for multi-purpose use. Permanent partitions have been minimized in anticipation of future changes in layout.

Seating is provided throughout the building for 700 students. Two-thirds of the seating is in the form of private, independent study carrels. No matter where the patron may be located in the building, he will find convenient seating nearby. Seminar rooms located on three floors offer privacy for small groups. Every floor has a small, comfortable lounge area with appropriate furnishings. The large variety of seating and tables attempts to satisfy all types of study habits.



While a facility of this size can easily hold 300,000 volumes, its present holdings represent one-third that amount. Visitors will notice that the layout of resources and functions is such that the library can operate with a minimum staff during slow periods. Traffic control emphasizes noise reduction as well as ease of movement and easy supervision. All patrons enter and leave through the Main Floor entrance.

Worthy of special mention is the Technical Processing area located on the Main Floor. A production-line layout, with highly specialized work stations, brings about work simplification, minimum handling of resources, and greater output. There is a continual flow of materials on book trucks going through the system, with established quotas set at every station. The quota for each cataloger, for example, is 500 volumes per month. All processing is done within the library, with the processing of non-book resources being performed entirely by trained non-professionals.

The exterior of the building consists of modified Colonial brick and precast concrete faced with exposed quartz stone. Windows are tinted glass held in bronze frames. All window sills and sun shades are precast concrete. Overhead soffits are cement plaster stucco.

All this is a way of saying that Capital University now has a library facility planned and designed specifically to meet its own present and future needs. Although it stands as a new, attractive, comfortable, and functional building, its potential has yet to be realized. In years to come, its real value and contribution to the campus community will depend to a large degree on three factors: (1) creativity and professional skills of the library staff; (2) team effort on the part of members of the campus community in using and developing the facility as an active resource center; and (3) money.

Without these ingredients, the goal of true excellence can never be achieved, even with the advantages of a beautiful $2\frac{1}{2}$ million building. Status quo and inefficiency can become a disease of the new library building just as it can exist in an old building. People must accomplish what bricks and mortar can only make possible.

Three Libraries for the Seventies:

EDMONTON PUBLIC LIBRARY

Edmonton, Alberta, Canada

By MORTON COBURN AND JAMES PILTON

On 30 August 1923, one of the last of the Carnegie libraries built on the continent was opened in Edmonton. It was more than adequate for a city of 60,000, but by 1960, it could no longer provide the necessary services for a population of 300,000. Happily, Canada was to celebrate its Centennial in 1967, and it was to commemorate this event that the City Council decided to build a new central public library building on the civic centre square. The dream finally became a reality, and on the 27th of May, 1967, the new "Centennial" library was dedicated by Her Royal Highness, Princess Alexandra of Kent. A short time later the move from the old building to the new was accomplished without loss of service for even a single day.

The planning for the new building began in 1961, when the Director of the Edmonton Public Library system, and one of the Associate Directors, began visiting new public library buildings in Canada and the United States. A working paper was prepared for the Library Board and other civic authorities, containing floor plans of seven of these libraries, as well as exterior and interior photographs and descriptions of services and space allotments. By this time the experience gained by the library administration in planning several large branch buildings proved invaluable. Working with architects, learning their language, attending American Library Association building conferences, and mastering the professional literature on the subject was also an essential preliminary to establishing the building program.

Edmonton's new central library building is constructed above a municipally-operated eight hundred automobile parking garage. This, coupled with its central location and volume of pedestrian traffic, makes its site an ideal one.

Completed at a total cost of four and a half million dollars including furnishings, it has a basement and six floors above ground. The top two floors were provided for later expansion, and for the next ten years will be used as office space for other city departments. The building is entirely air-conditioned with temperature control zones for individual areas on each floor. Eight thousand fluorescent lamps were installed to create the luminous ceilings of the first and second floors. One hundred foot-candles of light, without glare, reach the reading tables below. Throughout, the needs of wheel chair patrons have been given first consideration. To try to compensate for the long winters, tropical plants are located in reading lounge areas. Internal transportation is provided by two passenger elevators, a freight elevator, an escalator from the first to the second floor, several stairways and book and book-truck lifts. A public address system has been installed throughout, and key personnel may be contacted immediately anywhere in the building by pocket size "walkie-talkies." Closed circuit television aids in supervision, and the security of the building after closing time is ensured by a commercial alarm system which, when activated, automatically summons the city police and private security officers.

Unique skydomes help illuminate reading area.

An unusual feature in the construction of this building was that the outside brick walls from the second to the sixth floors were precast factory made. It took five months to produce the 790 wall panels and accessories, and only six weeks to erect them once the roof was in place. The skydomes in the ceiling of the cantilevered second floor are unusual. These 18, eight foot wide domes were constructed to admit as much natural daylight as possible for the well-being of the tropical plants below, as well as to provide focal points for reading lounge areas. They have been so angled that as the sun moves across the sky, a maximum of daylight is admitted. This is augmented during the dark winter days by the amount of additional incandescent light required for plant growth.

The building was designed for utmost flexibility and simplicity in the organization of its services.

In the basement, which is directly accessible from the parking garage, there is a 250 seat theatre, with inclined floor, spacious dressing rooms, and a well-equipped projection booth. Facing it on the other side of the

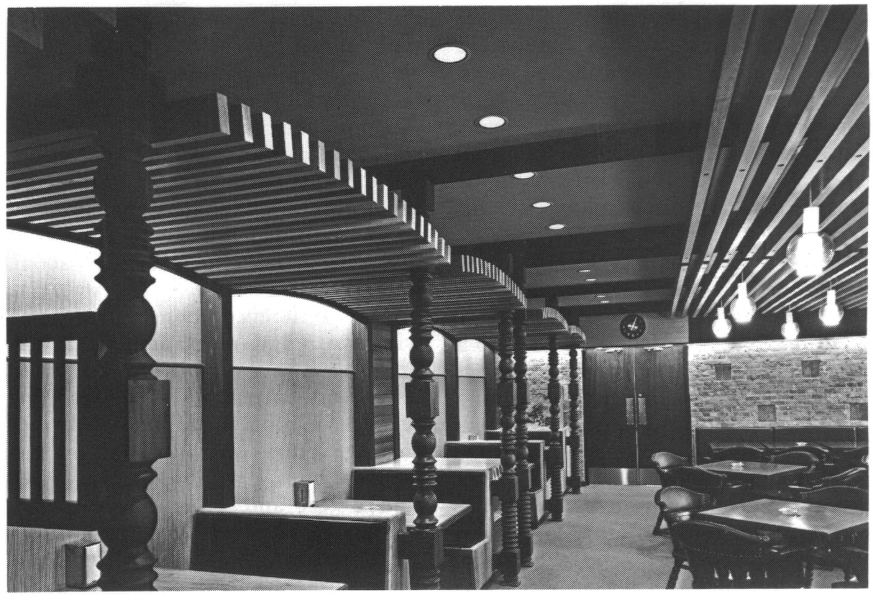
carpeted lobby are two comfortable meeting rooms, each having its own kitchen facilities. The wall space along the corridors is used from time to time for exhibitions of paintings. The children's library is located down a connecting hallway decorated with reproductions of paintings of the provincial flowers. There is a miniature theatre for story hours and a menagerie of small animals and birds. Also located in the basement are the book-return room where books are delivered from the check-in desk on the main floor by conveyor belt; the I.B.M. card sorting and collating equipment which is part of the circulation control division; the book-mending division; and storage rooms and the shipping and receiving dock which can accommodate three book-mobiles.

On the street level floor, control of patron traffic is established in the library foyer by separating the book check-in and check-out activities. Here an electronic counter at the entrance turnstile provides a daily count of the number of patrons who enter the adult floor. A similar counter is also located at the entrance to the children's library. Behind the check-in desk are the three television monitors for supervising the building for crowd control and which are in full view of the public, the fire-alarm system, the telephone switchboard and the transmitter controlling the "walkie-talkie" units. Around the corner is the circulation control division where borrowers are registered, overdue notices are typed and other patron records are maintained.

The non-fiction collection in English, located on the main floor, is arranged in strict Dewey sequence. Around the glass perimeter of this floor are study carrels so patrons may work in close proximity to the subject area that interests them. The floor is entirely open except for one separate room known as the Edmonton Room, containing the local history collection. There is no separate reference section in this library; reference books are interfiled on the shelves with the circulating ones.

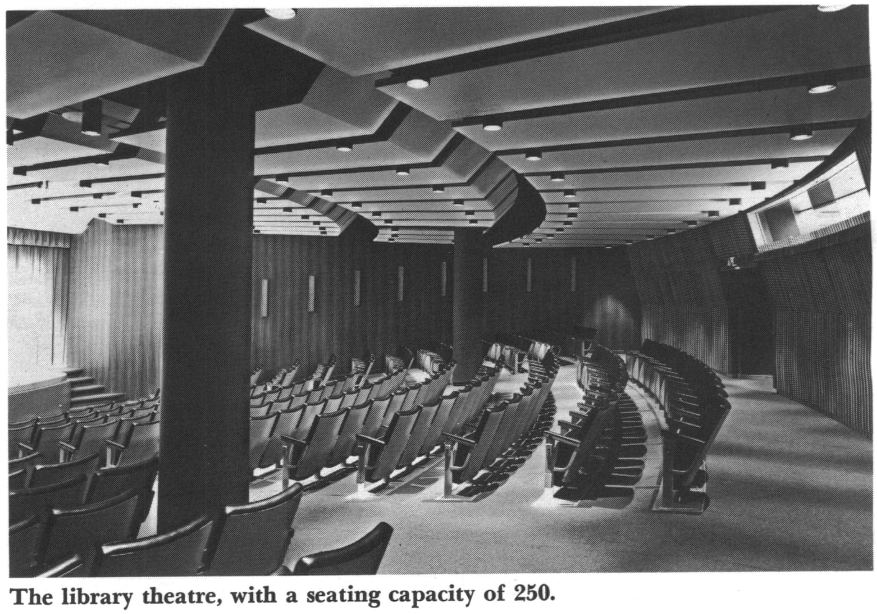
The general information desk, immediately inside the main entrance, has a separate working collection of reference books which enables the staff to serve the public conveniently, either in person or by telephone. Telephone inquiries can also be answered at the public catalogues immediately behind the information desk, where telephone jacks have been incorporated into each sixty-drawer unit.

The serials division is located on the second floor to the left of the escalator.



Staff lunchroom.

Technical Services, cataloging and classification area.



The library theatre, with a seating capacity of 250.

This division subscribes to about fifteen hundred items, and displays the current issues of periodicals and newspapers on open shelves. Annual reports of companies, microprint materials, and the index to the local newspaper, which is compiled daily by the library, are also located in this area.

Occupying the central portion of the floor is a large browsing lounge where the "coffee table" type books and large print books are located. There is also a display of reproductions of paintings hung on 4 x 7 foot panels surrounding and concealing the refreshment vending machines and tables where patrons may eat light lunches. In designated areas smoking is permitted. Here, too, one finds the books in other languages, the fiction collection, and the audiovisual division with its facilities for listening to phonograph records.

The third floor is the first of the four tower floors, each with an area of 19,890 square feet. The activities on this floor have been organized around the "industrial core" containing the elevators and washrooms. From the reception lounge in front of the public elevator one can move around the corridors to the general office, personnel office, directors' offices, conference room, the library classroom for in-service training, the technical services division, printing and display room, and staff lounges.

The conference room is equipped with two ceiling microphones that can be lowered at the push of a button to tape-record meetings. The technical services division, including book purchasing, cataloguing and book processing activities, has an area of 9,000 square feet and is entirely carpeted. Privacy is created by free-standing office partitions 54 inches high. As these are on legs and the upper portion is of opaque glass, the units are graceful in appearance and can be easily moved.

Facilities for the staff were given first consideration in planning this building. Each has his individual locker and there are also showers and beds should anyone feel indisposed. Those who have visited the staff lounge have found its interior decoration and furnishings unique. The intention was to give employees a relaxing change during lunch hours and rest periods. There are actually two lounges; the quiet room and the dining area. Light lunches are available here on a self-service basis from vending machines, as well as frozen dinners which may be quickly prepared.

The fourth floor is as yet unfinished and is used for storage; it is avoided by those who are allergic to concrete dust! In two or three years it is hoped that it will become the music and fine arts division, housing all the Dewey 700's and the audiovisual materials. The top two floors are now occupied by other offices of the City of Edmonton, where they are expected to remain for ten years.

The building has a pleasing and restful atmosphere enhanced by the subdued colours selected by the interior designer as well as the richness of the furnishings, and everywhere green, growing things. In addition, there are several works of art created as an integral part of this building. There is a floor-to-ceiling fountain in the theatre lobby; a cast steel sculptured wall immediately inside the main entrance; a colourful mural done in a special plaster decorates one wall of the local history room; and on the second floor, a photographic mural will show future generations the appearance of Edmonton's skyline in the year in which its new central library building was opened.

The building has been in operation for almost four years and few defects or errors in planning have become apparent: the carpeting has stood up well to the ravages of the Edmonton winter; the upholstered furnishings show very little sign of wear; the tropical plants have adjusted well to their environment; the air-conditioning system has finally been cured of its ailments; and only a few windows have had to be replaced because of the settling of the building. While the staff were a little apprehensive about the food vending facilities in the lounge area, these have not been a problem, and smoking in the lounges has come through its trial period with little burning of carpets or furnishings.

Visitors are always welcome to tour the building, and librarians who cannot come in person are invited to borrow a collection of slides that illustrate all its aspects.

Three Libraries for the Seventies:

ROSARY COLLEGE LIBRARY

River Forest, Illinois

By RUTH WALGREN

The new 4-story Library and Library Science Building at Rosary College is quite the opposite of what one would expect if one thinks traditionally. The Graduate School of Library Science is contained on the ground floor with the library occupying the three floors above it.

Schools are usually built on different levels, but, generally, people like to have the library all on one floor, and the Rosary students were accustomed to this.

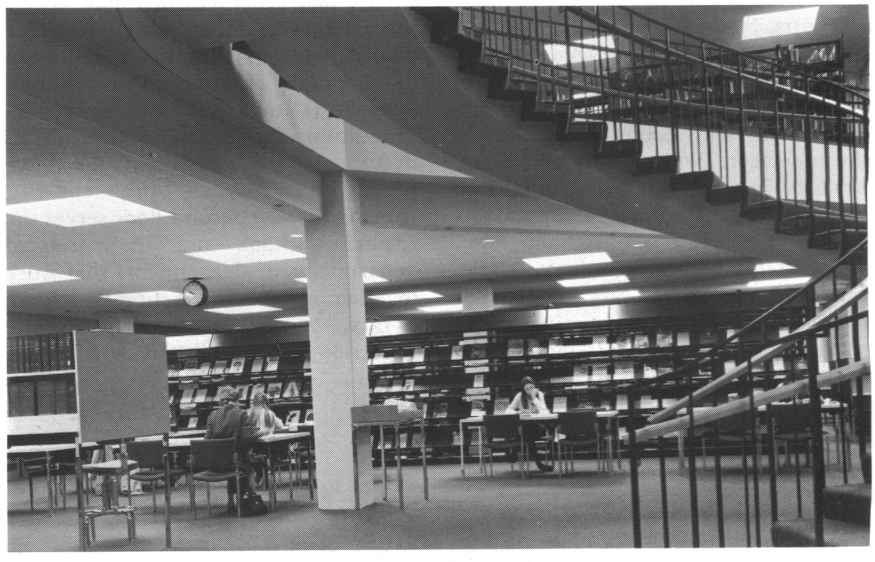
Yet the plan of this unique building has proved to be exactly right for the college in River Forest, Ill., which has 800 undergraduate students in its liberal arts school and 400 graduate students in library science.

Some advantages of the new building:

- No space limitation to restrict logical planning of the library.
- The graduate school is united, conveniently located and more accessible, with several direct entrances.
- Ground space was conserved and the wooded west campus preserved. The new library is linked on every floor with neighboring Lewis Hall (although due to security requirements only two levels are open as a rule). And in appearance the new, modern structure blends with the older Gothic buildings of the college.
- The importance of the library, its spaciousness and judicious plan fit well into the coming new curriculum changes, calling for more independent study and individual projects by liberal arts undergraduates, who see the role of the library as becoming more central to the learning process.

During the planning stage of the new building, however, no one was happy at the thought of the library being split among three separate floors connected by elevator and stair. Even with expanded space as the key concept, this division was considered a drawback, and the advisability of the open stairwell was debated.

Then came a brilliant contrary idea.



Treat the stairs not as a liability but an asset. Bring the stairway into prominence. Build a light, airy circular stair in an open stairwell, unobstructive of the view. Light it dramatically from a roof skylight. Make it the center and focus of the building, visually tying the three floors together, thus at one stroke relating all the different sections of the library.

It proved a success. The stair looks as if it were built for beauty alone, not to solve a problem. People like it. Even though the elevator is swift and efficient, most people prefer the winding stairway.

Reference works and card catalog are at the bottom, and as you climb the stair, the views above open out invitingly.

The building, constructed of Indiana limestone and Graylite glass, has the basic shape of a St. Andrew's cross. This form is functional as well as architecturally innovative.

The four pods, or arms, of the St. Andrew's cross, radiating from the central area, provide completely open access to books, along with natural separation of sections and departments on each floor of the library. Among the bookshelves and near them are casual arrangements of tables and carrels for individual study. No longer need the student trek back and forth from reading room to stacks. The library is quieter, too. Conference rooms are available for group study.

Before the new structure was built, the college had a large second floor reference library and reading room, with heavy traffic through it at all times to the chapel and connecting residence halls. Down the hall on the same floor and compartmented in separate small rooms were library science classrooms, library science faculty and administrative offices and various special collections and services.

Although a few collections, such as the music library, were housed elsewhere, almost everything was on the one crowded floor except stacks. While these were operated as open stacks, they were constructed like closed stacks. One had to run up and down a narrow stair between four floors and because of space, book locations in the stacks had to be changed frequently, resulting in occasional delay in finding particular volumes.

Both in the graduate school and library operation students encountered many other problems growing out of lack of space. For example, differing service hours were necessary for collections kept in separate rooms because of the problem of adequate staffing. Audio-visual materials were scattered, with many tapes, records and films

kept separately in various departments.

Changes brought by the new building include more space, better departmentalization and convenient location of general reference assistance. Some of the entirely new services include central housing of all collections, lounging areas, sound control, air conditioning, standard hours, conference and seminar rooms, typing rooms, faculty-graduate study rooms, a microform room, coordination of audio-visual materials, a rare book room, display cases and passenger and book elevators.

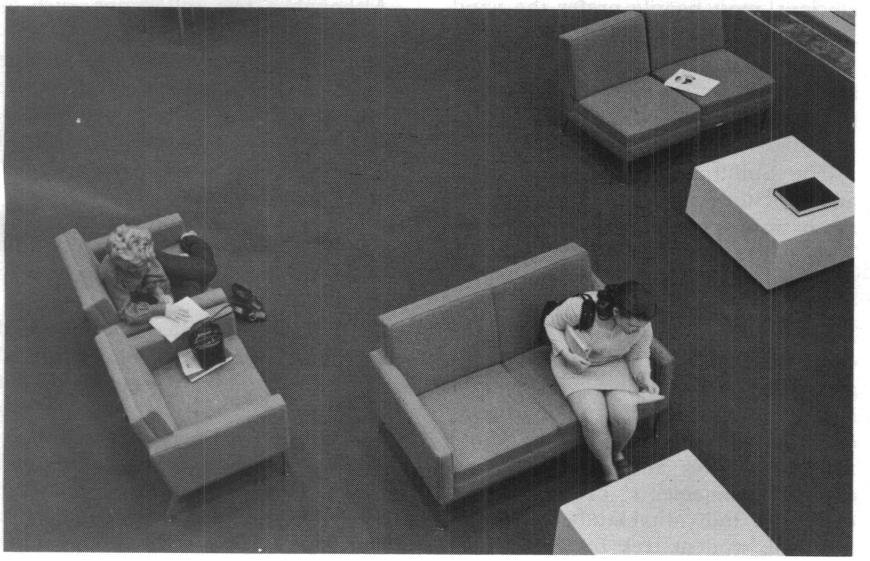
On the ground floor of the new building, the Graduate School of Library Science has classrooms, conference rooms and lecture halls built in the inner core, with faculty offices and lounges in the window areas. Two large lecture halls have sliding doors for conversion into smaller rooms.

Graduate or undergraduate classes can also meet in library seminar or meeting rooms which contain, or are adjacent to, the materials being dealt with. This is a great improvement over the old method of having a librarian load a cart with books and materials and deliver it to the classroom.

Generally, in the new library the arrangement is to have reading tables and lounging areas around the three-story staircase, with shelves and carrels in the four pods.

The student now finds indexes on the main floor of the library—card catalog, reference books, documents, bibliographic tools and bound and current periodicals (except library science materials). On this floor also is the microform room, which has controlled lighting. A complete collection of doctoral dissertations in library science is available on microfilm. Microform monographs and ERIC documents are housed in the same room with the reading equipment.

Primarily, the second floor serves the graduate school, and all correlated departments or departments that work together are here—the library science library, curriculum library, juvenile collection, education, art and music. The audio visual center is on this floor in the glassed-in link area between the library building and Lewis Hall.



Heavy users of the audio-visual department are the music majors and the students in the library science school. The art and music collections are on this floor convenient to the listening rooms and carrels, as well as tape, record and slide collections. The two preview rooms are equipped with projectors for films, filmstrips and slides, as well as tape and cassette decks and record players. Students may view assigned materials there or preview materials they might wish to use in a classroom presentation. Group listening rooms are equipped with tape recorders and record players. Tape and cassette duplicators provide copies of audio materials for circulation. One large listening room also has television and radio.

On the top floor is the general collection. In addition to the central roof skylight there are four smaller skylights, one in each pod, with reading tables beneath them. The shape of the building provides five distinct areas, allowing natural sectioning, with open stack areas surrounded by carrels and tables for modern languages, natural science, history-social studies, philosophy and literature.

In the link area on this floor are individual faculty-graduate study rooms, display cases and the rare book room, spacious enough for meetings of groups such as classes in history research or medieval manuscripts. This facility will allow the college to make available some of its fine manuscript collections, which previously had to be kept locked up.

On all floors, the entire west center of the building, facing the west campus woods, is a wall of windows. These areas are used for lounging space, with a two-story browsing area on the main floor. In fine weather this area can be extended out into the patio with its small fountain and pool on the cantilevered balcony. On the west side of the top floor is a colorfully upholstered smoking lounge. These lounges are popular with students, and even more in demand are the huge floor cushions provided in the window bays throughout the top floor.

The library has a seating capacity of 568, more than ample for the enrollment.

Students say that with more materials available, the new efficiency and accessibility, and the convenience of accommodation they do their work in less time. The library gives a new character to the campus, and just being in it is now a pleasure.

FROM THE PRESIDENT'S DESK

THE ECONOMICS OF LIBRARY BINDING

By RALPH D. SCHNABEL, *President, Library Binding Institute*

Libraries, like all other institutions, are under financial pressures to cut costs without reducing services. This is not easy to achieve.

One of the most effective budget-saving devices available to librarians is to be found in the expenditure of funds for library binding. The average cost of a hard-cover book in 1970 was $11.66 (Publishers' Weekly—Feb. 8, 1971); and the average cost of acquisition in 1968 (the most recent data available) was $3.61. Therefore, we may assume that it costs a library about $15.27 to put a volume on the shelf. This volume may be expected to give about 26.7 circulations before it has to be discarded or rebound, making the average cost per circulation or use about 57¢.

If this were an 8″ volume, the average price to rebind it (according to a 1969 LBI survey) would be $2.27. To this, we must add the library's cost to send the volume to the binder, and while there is no accurate data on this, we are informed it is about $1.00. Thus, the total cost of rebinding may be assumed to be $3.27. This rebound volume may be expected to give no fewer than 92 circulations or uses, making the average cost per circulation only 3.5¢.

For a total expenditure of $18.54, a library can, therefore, obtain 119 circulations or uses at an average cost of 15.5¢.

If the volume were not rebound, but discarded, and new volumes purchased to replace it, to obtain 119 circulations the library would have to pay $67.95, since it would have to acquire 4.45 new volumes to achieve the same 119 circulations.

Thus, an expenditure of $3.27 for rebinding a volume saves the library just under $50.00

These figures, of course, are general and vary from library to library, but they do indicate the economic justification for library binding and its importance to librarians as a budget-saving device.

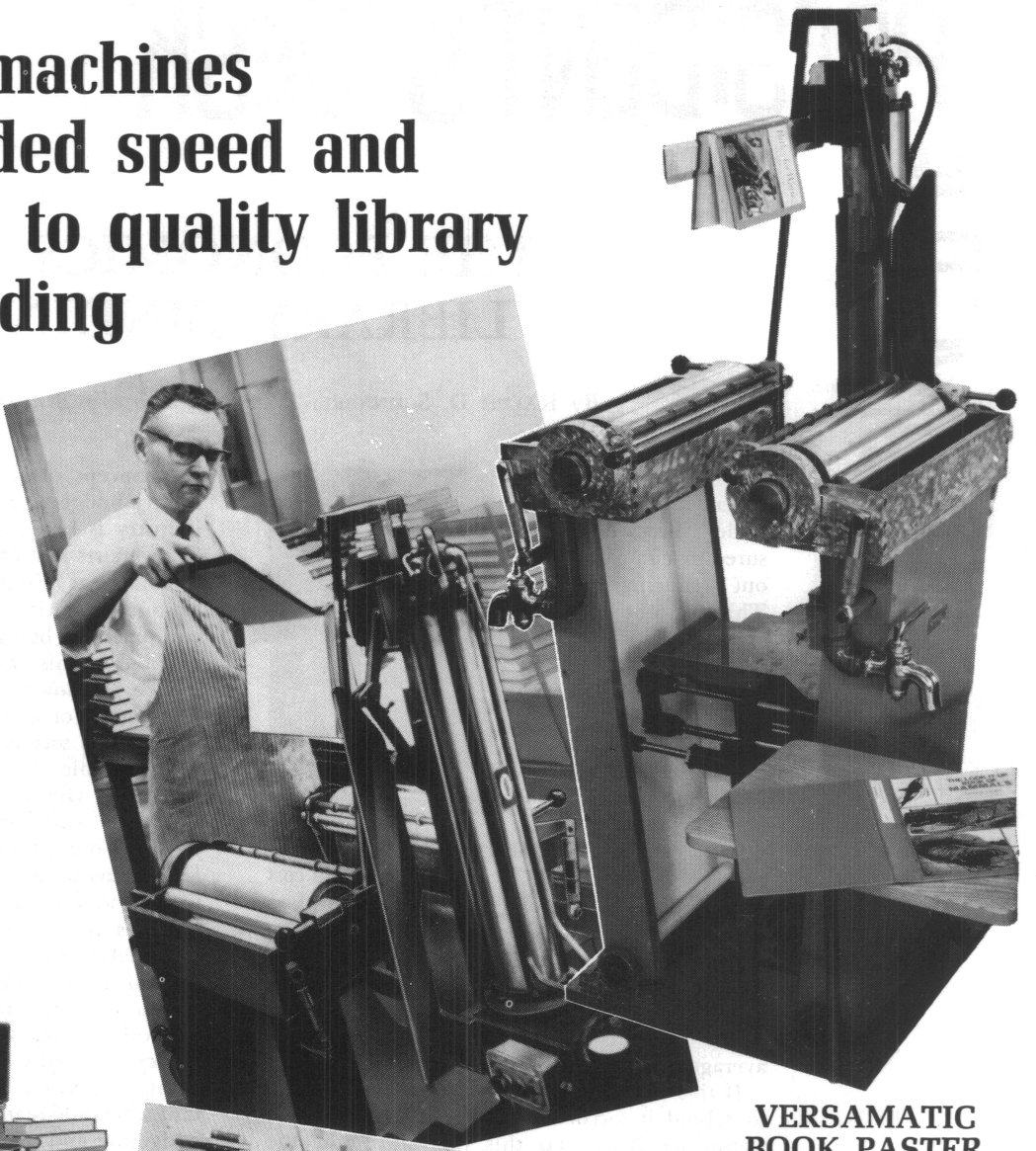
I belong to a generation of library binders which was brought up in the craft and to which the concept of library binding in relation to library budgets has always been important. Our industry is becoming increasingly sophisticated in its efforts to meet the requirements of library customers as libraries grow and expand. Most of our operations are mechanized, and new equipment is being introduced each year. The purpose of this equipment is to provide faster service, and lower costs of production, as well as to maintain or improve quality.

In our society, education is considered indispensable if we are to continue as a dynamic, vibrant country. Hence, we are directing vast amounts of money toward fulfilling our educational goals; but even these large sums seem inadequate for the task which lies ahead for our educators. The function of libraries in the educational complex is clear and well-defined. Libraries have the basic tools by which we maintain our whole educational system, and these tools must be maintained like any other tools. Since library binding is the principal means by which books and other printed materials are maintained, it is important that adequate provisions be made when budgeting and allocating funds for a library. If this is not done, the librarians and those whose responsibility it is to maintain our library system will be derelict in their duties.

The library binding industry is well aware of its responsibility to librarians. Probably no other industry has as comprehensive a program for the protection of its customers. By the same token, librarians have a responsibility to their library binders, and I am pleased to state that over the years I have found, by and large, that this reciprocal and mutual responsibility is shared and appreciated by most of the librarians with whom we do business.

The library binding industry has grown substantially over the past 20 years and is now an industry doing over $35 million of business each year. This is small when you compare the figure to the tremendous expenditure for books, periodicals and other things that libraries purchase. Yet, it is this expenditure which enables a library to maintain its services and save dollars. Few, if any, of the other purchases that a library makes can compare to the dollars spent for library binding; for few, if any, result in the savings made possible by the existence of an adequate binding budget.

These 2 machines have added speed and efficiency to quality library binding



THE OMCOA BOOK HYDRO-PRESS

The instant method for building-in and pressing all kinds of books and magazines — designed specially for library book binders but equally suitable for others. Two stations for maximum production. Platen pressure of 18,000 pounds with a speedy-set nipping pressure variable from 300 to 1,500 pounds. No adjustments necessary for thickness of books or varying paper.

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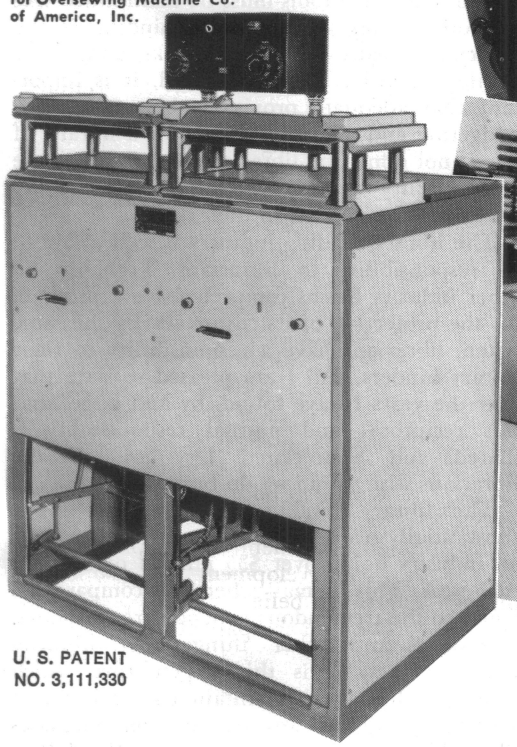

U. S. PATENT NO. 3,111,330

VERSAMATIC BOOK PASTER

A revolutionary method for pasting up books — machine runs at a maximum rate of 12 strokes per minute — can maintain an actual production of 8 books per minute efficiently and economically for an indefinite period. Designed specially for library book binders — is equally suitable for others — can be used where other casing-in machines cannot be used.

U. S. PATENT NO. 3,117,890

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Editorial

TIME DOES NOT ALTER RESPONSIBILITY

We are constantly reminded that we live in a period of fundamental change. It is often difficult, however, to understand and foresee the consequences of change. Hence, even its dimensions become ambiguous and the excuse of change becomes a device to rationalize inadequacies.

One of these inadequacies is the failure of many librarians to vigorously assert their function in the maintenance of their library's collection, both in the establishment of adequate binding budgets and in the selection of the binder or binders who are to perform this service for the library. Equally important is the function of the professional librarian to determine the standard or specifications for the library's binding.

Changes occur every day, have for many years and presumably will for many years to come. But responsibilities do not change, nor can their importance be minimized.

One of the areas of change is in our public libraries. Book stock of public libraries exceeded 188,000,000 volumes, and total loans of all materials exceeded 560,000,000 in the 1967-68 period. (Public Library Statistics, SU Docs. No. H.E. 5/215:15068-68: May 1970) Of the $72 million spent for library resources, 96% went for books, periodicals and pamphlets.

The maintenance of this tremendous national resource is a major responsibility of the professional librarians and those associated with them. Over 83% of the funds spent were derived from local sources, 6% from the state and only 2½% from federal funds. Books deteriorate, and whether or not a collection is maintained for reader usability may well depend upon the degree to which this responsibility is adequately discharged by the professional librarian.

All librarians, whether they be in a public, college, school or special library, have the same obligation with respect to reader usability. It is their fundamental responsibility to maintain their books and magazines in a form readers can use readily and conveniently.

The discharge of this responsibility may differ between different kinds of libraries and different kinds of materials within the same library. When library binders speak of "conservation," they think in terms of preserving not only the content of the volume, but also the physical volume itself. Technologically, this involves a procedure which is different from binding a volume primarily to withstand the wear and tear of circulation and use. For example, a volume that is to be conserved, much as an artifact in a museum is conserved, requires different treatment from an article that is to be maintained for physical use, the content of which is more important than the physical embodiment of the content.

Where a volume is being maintained for reader usability for as long as the library deems necessary, there are three basic requirements: reader usability, economics and service. Most library binding performed in the United States is done according to the LBI Standard which has been designed to meet these three requirements.

In meeting these requirements, library binders are faced with many problems, the principal one being that they have no control over the materials with which they work. For example, the American National Standards Institute has established a Standard which recommends an inner margin 1" in width for periodicals. This was developed by Committee Z-39, but few publishers of magazines follow this Standard. If it were followed, it would make it infinitely easier for library binders and would save many dollars for libraries. One of the most expensive operations is handsewing, which is frequently necessary where margins are inadequate, particularly periodical margins. Other problems deal with how a volume is printed, whether with or against the grain, and the kind of paper used. Oversewing was originally developed to deal with the problems of poor paper.

These are just some of the areas over which library binders, and probably librarians, have little, if any, control.

In other areas, largely administrative, the librarian should assume the dominant role. For example, it should be the librarian's function to select the eligible binders for competitive bidding. This should not be done by a non-professional, for it may seriously effect the collection. Such matters as specifications must be determined by the professional librarian, for only he can determine the use of the material and, hence, its physical requirements.

Only a professional librarian is in a position to make an audit of his library to determine its needs, in terms of dollars, to bring the collection up to par for reader usability and then maintain it at that level. Millions of volumes, constituting valuable assets, are not being circulated because they are in need of repair, and/or lack the appeal of a freshly bound volume.

Throughout our land we have built and are still building beautiful buildings to house our collections. We must not lose sight of the main reason for erecting these buildings—to maintain the written word for library patrons. For if this original goal is ignored, librarians may find themselves living in splendid isolation in marble halls without any books or readers for company.

Dudley A. Weiss

TIME OUT!

Some 175 hourly rate employees at Bound To Stay Bound Books, Inc., switched to a salary basis, beginning January, 1971. This means that these people no longer punch a time clock, yet will still receive time and one-half for scheduled overtime work beyond their 40 hour week.

Under the new plan, hourly workers will be paid a salary that's equivalent to their old hourly rate times 40 hours, the number of working hours normally in the payroll period. In addition, the company has authorized a 6% general increase for each employee, which will be incorporated into the new salary schedule.

"Our plan both recognizes the 'team spirit' of our entire plant," said Bob Sibert, president, "and provides for further development of a cooperative effort. We believe a more professional attitude on the part of our production workers will result with this program, and that our employees will feel an increased sense of security and responsibility."

The company has, through existing programs, provisions whereby employees can be away from their job, with supervisor approval, and still be eligible for full pay.

THE LIBRARY BINDING MANUAL

tells what

for librarians, administrators

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APPENDICES

APPENDICES

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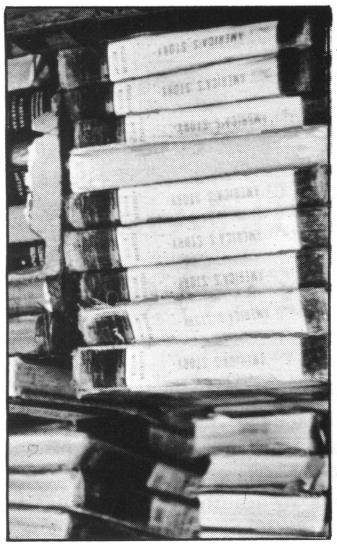
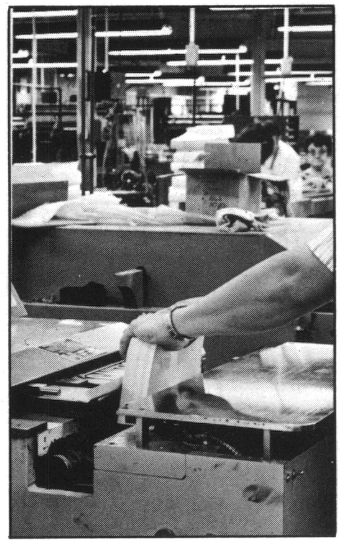
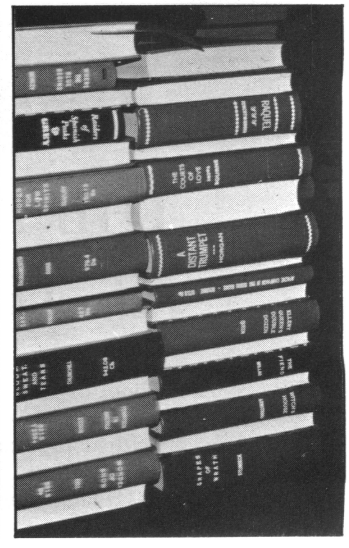
it's all about...

ɔurchasing agents, students of library science



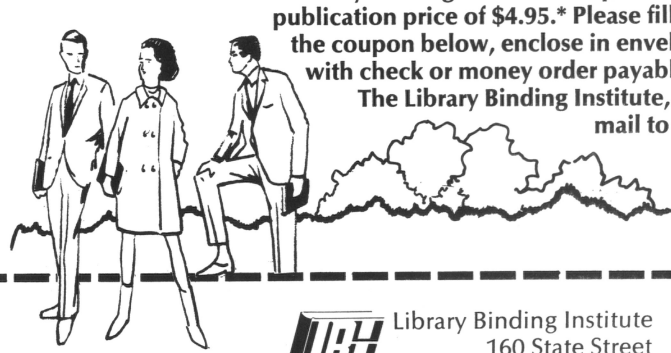



The 1971 edition of The Library Binding Manual has been prepared under the direction of Dr. Maurice F. Tauber, Melville Dewey Professor of Library Science at Columbia University's School of Library Service. The Table of Contents and List of Appendices indicate the extent of coverage of material relating to the maintenance of library materials through the use of library binding.

An earlier edition, also known as The Library Binding Manual, which was published by the American Library Association, and prepared by Louis N. Feipel and Earl W. Browning for the Library Binding Institute, showed a long felt need for this information by librarians. It was a successor to earlier literature which, in much simpler form, covered various aspects of library binding.

Subsequent to The Library Binding Manual, the Library Binding Institute prepared a Handbook, of which some 25,000 copies have been distributed. The new manual is intended to meet the needs of professional librarians, administrative personnel, including non-professionals in positions of purchasing responsibility and administrative responsibility in libraries, and students in library science schools. The volume contains much material that is new and much that is merely a summary of established good practices which have appeared in different publications in the past. But for the first time, it will all be together in one easy-to-read volume.

At this time we are offering the new Library Binding Manual at a special pre-publication price of $4.95.* Please fill out the coupon below, enclose in envelope with check or money order payable to The Library Binding Institute, and mail to LBI.



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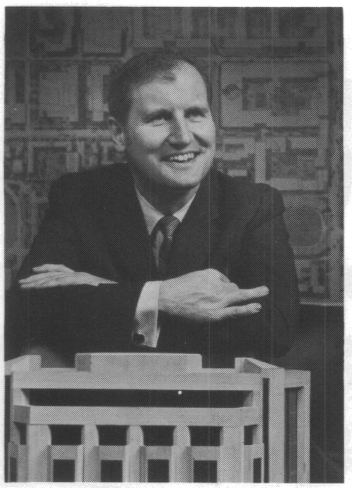
What Is a Library School?



By Professor R. Brian Land, *Director, School of Library Science, University of Toronto*

THE SCHOOL OF LIBRARY SCIENCE AT THE UNIVERSITY OF TORONTO

The School of Library Science at the University of Toronto, one of six graduate library schools in Canada with a program accredited by the American Library Association, is the second oldest library school in Canada, having been established in 1928. The Toronto Library School's historical antecedents date back to 1911, when the Ontario Department of Education established a four-week summer course under the directorship of the Inspector of Public Libraries. This provincial course for librarians was extended to two months in 1917, and to three months in 1919. The three months' course was offered by what later became known as the Ontario Library School in quarters provided by the Toronto Public Library. By the time it was discontinued in 1927, the Ontario Library School had graduated more than 350 librarians, the majority of whom were employed in public libraries in Ontario.

In March, 1928, the Board of Governors of the University of Toronto responded to a request from the Ontario Minister of Education for improvement in the preparation of librarians by approving a one-year course in librarianship to be offered by a newly established Library School. The new School, which was located on the third floor of the College of Education of the University of Toronto and attached to the College for administrative purposes, opened its doors to students on September 25, 1928. Minimum entrance requirement for the School was high school graduation. On successful completion of the Library School course, a Diploma was awarded by the University of Toronto and a Certificate was granted by the Ontario Department of Education. Miss Winifred G. Barnstead, a graduate of Dalhousie University, Halifax, and of a two-year training course for librarians at Princeton University, was appointed the first Director of the School. Her assistant was Miss Bertha Bassam, a graduate of Queen's University at Kingston, Ontario, and the Pratt Institute, Brooklyn. On Miss Barnstead's retirement in 1951, Miss Bassam succeeded her as Director.

The Library School remained located in, and administratively attached to, the College of Education until 1965, when it was detached from the College and established as a separate teaching division of the University under its present name, the School of Library Science. The change in administrative status came about as a consequence of an agreement between the Ontario Minister of Education and the Board of Governors that the University of Toronto should assume full responsibility for the School. The 1965 decision ended 37 years of administrative ties between the School and the College of Education. In the same year, the School moved out of the College of Education to renovated quarters in two adjoining buildings on the southern perimeter of the campus of the University of Toronto. It continued to occupy these temporary quarters while new quarters were planned, designed and constructed. It moved into its handsome new quarters, described in detail below, in the Spring of 1971.

From 1928 to 1946, the School offered a one-year Diploma course for high school graduates, during which time 339 Diplomas were awarded. From 1936 to 1970, the School also offered a one-year postgraduate program leading to the degree of Bachelor of Library Science. During this 34-year period, 2439 B.L.S. degrees were conferred. Beginning in the 1950/51 session, the Library School, in conjunction with the School of Graduate Studies, began to offer to B.L.S. graduates an advanced one-year program leading to the degree of Master of Library Science. This sixth-year program was designed to provide an opportunity for more specialized study in library science and for training in methods of research. The first M.L.S. degree conferred in Canada was awarded by the University of Toronto in 1951. In 1970, when the B.L.S. program was abolished, a new two-year M.L.S. program was introduced and is one of the distinctive features of the Toronto School. The most recent development was the approval by the University of Toronto in March 1971, of the establishment of a program leading to the degree of Doctor of Philosophy in Library Science.

The objective of the Ph.D. program in Library Science, the first such program in Canada, is to develop research capabilities in qualified candidates in order to prepare them for careers in teaching and research at the university level or for careers in the library profession, and to stimulate a scholarly interest in research among a greater number of members of the profession. The program is designed to provide opportunities for advanced study in the theoretical foundations of library science as well as in the application of such knowledge to professional practice, and to develop competence in the identification and analysis of problems. Admission to the Ph.D. program will be limited to graduates of high intellectual ability who have an interest in teaching and research.

Library science in Canada has grown primarily from practice and the tendency for librarians to be committed to practice and technique at the expense (or because of the lack) of theory and research is likely to continue until increasing numbers of Canadian librarians can be trained in research methodology. Equally important as research training is the systematic building of, and adding to, a theory of library science which will recognize the Canadian experience. The introduction of the Ph.D. program should help, in time, to alleviate the shortage of qualified faculty for Canadian library schools which have doubled in number during the past decade from four to eight. A formal date for the acceptance of candidates into the Ph.D. program has not yet been established.

Although the Bachelor of Library Science had almost disappeared as a postgraduate degree in the United States by the early 1950's, its disappearance in Canada and the emergence of the Master of Library Science as the first professional degree have been more recent developments. Until the latter part of the 1960's, Canadian library schools awarded the B.L.S. as the first professional degree. At the Conference on the Structure of Degree Programs in Canadian Library Schools held in Toronto in April 1968, and attended by the heads of seven schools, the following resolution, which was subsequently endorsed by the Canadian Association of Library Schools, was passed: "Resolved that this meeting endorse the principle of a four-term graduate program leading to a Master's degree in library science as the basic preparation for librarianship in Canada; and that Canadian library schools attempt to implement the new basic Master's program within five years, i.e., by 1973."

The change to the two-year M.L.S. program was hastened by the pressure of technological innovation and by the need to educate both specialists and generalists. The necessary introduction of new courses, particularly in such fields as automation, documentation, and data processing, and the presentation of courses in greater depth were also factors in the decision to change. The two-year program provides greater opportunity both for specialization in depth within library science and for the education of generalists. Each student is able to plan a career program closely suited to his individual interests, aptitudes and needs.

As a necessary first step towards the development of the two-year M.L.S. program, the Toronto School adopted the following statement of the goal of

Architectural sketch of new School of Library Science building, to be occupied in May, 1971.

graduate education for librarianship:

> The ultimate goal of education for librarianship should be to educate students who are able to think and act upon the issues presented to them as administrators, planners or practitioners. The emphasis of the education should be intellectual and theoretical so that librarians can think creatively about whatever area of librarianship they may be concerned with. Because of the continual change in the nature of libraries and librarianship, it is not possible for library educators to foresee all the needs of the future. Therefore, they should endeavor to educate librarians who can analyze problems and then work out their own solutions. Library education should provide a methodology which will enable librarians to function effectively in any professional situation.

The two-year graduate professional program leading to the M.L.S. degree provides the student with general professional knowledge and skills, with some specialization in library science and related fields and with training in research methods. It consists of core courses and elective courses. The core courses, required of all students, are concerned with subjects with which every practicing librarian must be acquainted regardless of the kind of work in which he engages. The eight elective courses, which comprise half the program, are chosen by the student from 64 elective courses, according to his area of specialization. One area of specialization may deal with the study of a broad spectrum of library services and problems; other areas may involve the study of particular functions, subject areas, types of material, types of library and community services, or a combination of these. Within these areas of specialization, the student is able to concentrate on research and experimental design in his approach, as well as on professional practice. The student may also relate developments in library science to those in other disciplines through courses taken in other departments of the University.

Full-time attendance is required for the first year of the M.L.S. program but either full-time or part-time attendance is possible during the second year. A summer session is offered for those who wish to accelerate their program. One of the features of the new program at Toronto is the limitation on classroom hours to ten per week during the first year and to eight per week during the second year, in order to give the student more time for reading and independent study. Despite a large enrollment, classes are limited in size to not more than 25, most of the elective courses ranging in size from 8 to 15 students.

The School of Library Science does not limit itself to any one teaching method as the most effective medium for graduate instruction. It has successfully used a variety of methods, including lectures, seminars, group discussions, laboratory classes, case studies, role-playing, team teaching, special colloquia and institutes, visiting lecturers, directed study, independent study, reading assignments, problem sets, research and written work, field work, and visits to libraries and related institutions. The objectives and content of each course, student background and experience, and the special competencies of the instructor dictate a diversity of pedagogical methods.

The School also makes use of instructional media such as overhead transparencies, films, filmstrips, film loops, slides, records, tapes of closed-circuit television and videotapes, and

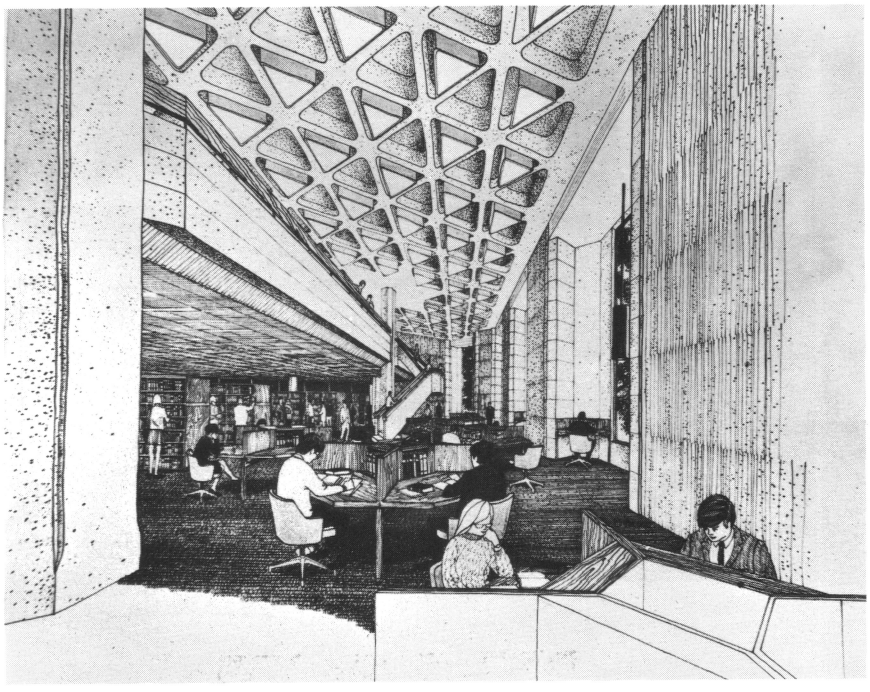
Closed-circuit television and videotape equipment supplement the teaching program.

Students from many countries participate in the work of the Council of the School.

of unit record equipment and computer facilities. Since 1968, the School has been using closed-circuit television and videotape to reinforce and supplement the teaching program. It is too early to assess the effects of closed-circuit television, but the School believes it will prove to be useful in several ways: by allowing the videotaping of prepared programs for later broadcast; by allowing the videotaping of "live" talks or presentations by visiting lecturers *not* available on a continuing basis; by permitting the videotaping and broadcast of special demonstrations that could not otherwise be presented satisfactorily to a large class, such as how unit record equipment works; and by allowing individual students to assess their performance on videotape giving class reports, book talks and other presentations.

Staff and students also have access to data processing equipment located in the School, including an IBM 026 keypunch, 083 sorter, 087 collator, 407 electronic accounting machine, and an 870 document writing system with an upper and lower case character set.

Staff and students have access to unit record equipment, including a keypunch.



Architectural sketch of the fourth floor of the Library.

The library of the School has one of the strongest collections of professional literature in North America and includes general reference works, bibliographies, library catalogues, periodicals, pamphlets, films, filmstrips and other microform materials. It contains more than 42,000 volumes in the field of librarianship, including bibliography, publishing and printing, audio-visual media, communications, educational theory and methodology, information technology, and library automation and documentation. It has especially strong working collections in such collateral fields as research methodology and design, statistics and management. The library currently receives more than 1825 current serial titles and has extensive holdings of annual reports, newsletters and university calendars. Technical reports, especially those from the U. S. Clearinghouse for Federal Scientific and Technical Information and the Rand Corporation, are added on a selective basis as are publications available through the Educational Resources Information Center (ERIC). The library also has all available doctoral dissertations in the field of library science, pertinent doctoral dissertations in closely related fields, selected master's theses, and extensive holdings of library surveys.

The library system of the University of Toronto, with more than fifty libraries and well over $3\frac{1}{2}$ million volumes, provides a rich field for subject and bibliographic research. The University Library is a member of the Center for Research Libraries, Chicago, and is participating with the Library of Congress, Washington, in the MARC (Machine-Readable Catalogue) project. Massey College, in the University of Toronto, where the elective course in the History of Books and Printing is given, has ample facilities for instruction in bibliography, type-setting, press work and papermaking. The Bibliography Room at Massey College houses eight nineteenth-century and early twentieth-century hand presses, approximately five tons of type and considerable printing equipment. Adjacent to this room is an area where equipment for the manufacture of handmade paper is installed.

Metropolitan Toronto is the leading library and bibliographic centre of Canada with approximately 300 libraries containing well over seven million volumes. The Metropolitan

Toronto Central Library is located within a few minutes walk of the School as is the Toronto Public Library's Boys' and Girls' House with its world famous Osborne Collection of Early Children's Books and the Lillian H. Smith Collection of Children's Books since 1910. There are many other excellent libraries in Metropolitan Toronto including the Legislative Library of Ontario, the Provincial Archives, and numerous public, special, school and college libraries. Toronto also has excellent retail book stores, specialty book stores and second-hand stores and is the headquarters for several major book and periodical publishing houses and library supply firms.

During the Spring of 1971, the School occupied quarters in a new building specially designed and built to meet its requirements for teaching and research. Planning for new facilities for the School of Library Science began in 1961, when it became evident that space in the College of Education building, where the School had been housed since its establishment in 1928, was inadequate to meet the needs imposed by increased enrolment in the Library School and in the College. It was decided that the most satisfactory solution to the problem was to include quarters for the School of Library Science in the program for the new Humanities and Social Sciences Research Library then being planned. In 1964, the Director of the School was instructed by the President to draw up plans for quarters that would accommodate an enrolment of 400 full-time students, together with the necessary academic and support staff. As a result, plans for the new library school were included as part of the 77-page *Program for the Construction of a Building Complex to House the Humanities and Social Sciences Research Library and the School of Library Science* presented to the President and approved by the Board of Governors in 1965.

Work began on the three-building complex in November 1968, the library school being completed in 1971. The other two buildings in the complex are the Humanities and Social Sciences Research Library, to be one of the largest libraries in the world, and the Rare Books Library. Principal architects for the project were Mathers and Haldenby, Toronto, and the design consultants were Warner, Burns, Toan & Lunde of New York.

As a graduate professional school, the School's chief functions include teaching, the formulation and execution of research projects, and a program of continuing professional education carried out through sponsorship of workshops, conferences and institutes. To provide the necessary space for these functions to be performed effectively, the School of Library Science building will have eight floors: one below ground level, one at ground level, and six above ground level. The net floor area of approximately 52,600 square feet has been allocated as follows:

First Basement Floor: An instructional media utility room; a library receiving room; and a mail room.

First (Ground) Floor: A data processing laboratory; a reprographics room for duplicating and photocopying; an instructional media control room; an instructional media preparations room; a student locker area; and a student common room.

Second Floor: The main lobby; a lecture theatre seating 130; two classrooms accommodating 40 each; the general administrative offices; the office of the Director; and a staff conference room.

Third Floor: Two classrooms, each accommodating 40 students; two laboratories for cataloguing and classification, each accommodating 30 students; a room housing instructional media production facilities; an instructional media control room; five seminar rooms; and a typing room.

Fourth Floor: The library, including the chief librarian's office, the library office area and work area; the circulation desk; a microform reading room; a special collections room; and the lower floor of the library which will house the card catalogue, vertical files, current periodicals, periodical indexes, microform material, the reference collection, trade and national bibliographies, maps, 34 individual study carrels, and reading room tables and chairs for another 36. The library area on the fourth and fifth floors will be self-contained with one check-out point on the fourth level.

Fifth Floor: The remainder of the library, including most of the bookstacks; four group-study rooms, each accommodating six students; approximately 88 individual study carrels, 20 of which are lockable; and a smoking area.

Sixth Floor: Offices for staff, including academic staff, teaching assistants, and technical staff, such as computer programmers and instructional media specialists.

Seventh Floor: Additional offices for faculty members and research associates; a staff common room; and a general lounge for staff and students.

The number of full-time faculty of the rank of lecturer, assistant professor, associate professor and professor, has increased from five in 1964, to a total of 21 at the present time. The School has one of the largest, if not the largest, full-time faculty of any graduate library school in Canada and the United States. Currently the School also has a part-time faculty of 14. All but three of the faculty are Canadians and seven hold the Ph.D. degree in library science. The recruitment of faculty members holding doctoral degrees has been undertaken in order to strengthen and enrich instruction in the M.L.S. degree program, particularly with respect to its research component, and in order to prepare for

The new School of Library Science building consists of eight floors—six above ground level, one at ground level and one below.

offering the Ph.D. program in library science. The offering of specialized courses has necessitated the recruitment of faculty members with appropriate professional and academic backgrounds. In addition to Library Science, faculty members hold graduate degrees in Business Administration, English, Political Science and Physics.

Over the past five years, enrolment has ranged from 222 to 292 students, more than two-thirds of whom are fulltime students. The size of its full-time enrolment is one of the distinguishing features of the Toronto School. For every three students who apply, only one is admitted, thus allowing the School to be highly selective in its admissions. As one of the longer-established library schools offering preparation for careers in academic, public, school and special libraries, the School attracts students from many countries. One recent class had students from each of the ten Canadian provinces and the North West Territories, from four states of the United States, and from Finland, Germany, Great Britain, Guyana, Hong Kong, India, Israel, Jamaica, Maylasia, Sweden, Taiwan, and Trinidad. In recent years, the percentage of male students enrolled has ranged from 15 to 20 per cent of the total.

Increased student participation in policy discussions, program evaluation and decision making has occurred in the School of Library Science as in other faculties on the Toronto campus. The School has voting student members on its Faculty Council and on most faculty committees, including those dealing with the Curriculum, the Library, Awards and Admissions. The principal exclusion from student participation is the Appointments, Promotions and Tenure Committee. Library science students have formed their own association which annually elects officers to represent them officially in all matters affecting their interests.

Since 1937, when the first degree in library science was awarded by the University of Toronto, the School of Library Science has graduated more than 2,500 librarians, or more than 45 percent of all new librarians graduated in Canada during the period from 1931 to 1970. Toronto graduates are to be found on the faculty of all eight Canadian library schools and its alumni are in charge of scores of Canadian academic, public, special and school libraries. Many of its graduates hold posts in libraries in the United States.

The School maintains its own placement service to help its graduates find positions. Interviews are arranged for employers to discuss job opportunities with students. Students who wish help in obtaining positions are given guidance but are not guaranteed positions. The placement service also provides limited assistance to graduates of the School who wish to change their employment.

Graduates of the School organized a Library Science Alumni Association in 1929, which provides a valuable contact between them and the School. The Association participates actively with other alumni associations of the University of Toronto in the annual Varsity Fund appeal. Two members of the Library Science Alumni Association serve on the Board of Directors of the University of Toronto Alumni Association, and an alumni representative elected by the graduates in library science sits as a member of the Senate of the University. The Association has raised funds to support a special lectureship, a scholarship and a student loan fund administered by the School. It has also undertaken responsibility for arranging two major receptions each year for library science students.

With the support of the Library Science Alumni Association, The Bertha Bassam Lecture in Librarianship was established in 1965 by the University of Toronto to honour Dr. Bertha Bassam, Director of the School from 1951 to 1964. The lecture is delivered every two or three years by an outstanding figure, preferably from abroad and not necessarily a librarian, whose topic is relevant to the subject of libraries and librarianship. The first lecture in the series was delivered by Arthur Hugh Chaplin, former Keeper, Public Services, Department of Printed Books, British Museum; the second by Horst Ernestus, Deputy Director, Cologne Public Libraries, Germany.

Over the past forty-three years, since the establishment of the School of Library Science at Toronto, standards for education for librarianship have been progressively upgraded. In today's climate of constant change, library educators must take care that their programs do not lag behind. Although it is not possible to foresee all the effects that change will have on the education of librarians, it is of the utmost importance that library school faculty and students keep well and continuously informed of relevant social and technological advances. As we enter the 1970's, library educators will need a special kind of intellectual agility in order to keep abreast of significant developments in our society. If they are to do this successfully, they must continually redesign their programs not only in response to current needs, but also in anticipation of new requirements as yet not fully articulated by the library profession.

In planning long-range curriculum developments, it must be recognized that the graduate library school is no longer the only institution engaged in the education of personnel for service in libraries. Graduates of undergraduate programs, of technical institutes and of community colleges are undertaking a range of tasks in libraries, the full impact of which cannot yet be adequately assessed. In the view of the present Director, the School of Library Science at Toronto can best serve the profession by placing a high priority on the development of advanced studies and research and on the preparation of teachers for other library schools.

From a relatively unknown institution in 1928, operating with a full-time academic staff of two, a budget of $10,250 and an enrollment of 32, the School of Library Science has grown in 1971, to a full-time academic staff of 21, a budget of over $700,000 and an enrollment expected to approach 300 by September. For the past four decades, the School has played a prominent role in education for librarianship in Canada and, as the new decade begins, the School plans to intensify its efforts to achieve its goal of academic excellence in library education.

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William J. McLaughlin & Company, Inc., whose entire plant and offices were destroyed by a disastrous four-alarm fire on the evening of September 29, 1970, is pleased to announce that construction of their new facility is nearing completion.

Following the fire, temporary offices and warehouse space was secured to enable the company to continue serving their customers. Rebuilding has been done with a view toward expansion and modernization of the company's warehouse facilities, including new lines of bookbinding materials, improved methods of materials handling, and a streamlined order processing system. Installation of the new equipment will enable the company to fill and ship orders even more rapidly than in the past.

It is expected that occupancy of the new plant and offices will be sometime in May, 1971.

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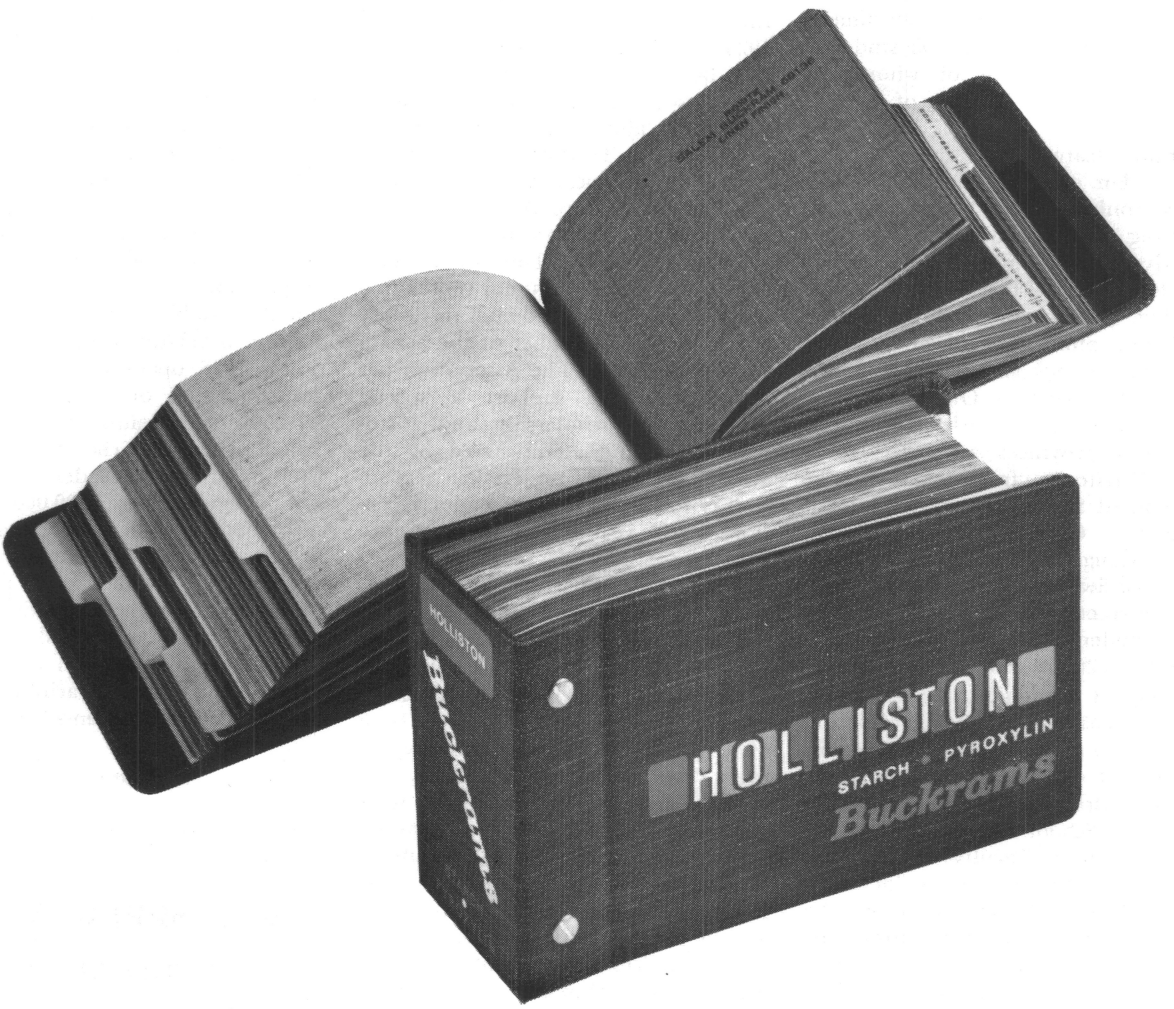

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THE JOSEPH SABIN LETTERS IN THE UNIVERSITY OF IOWA LIBRARIES

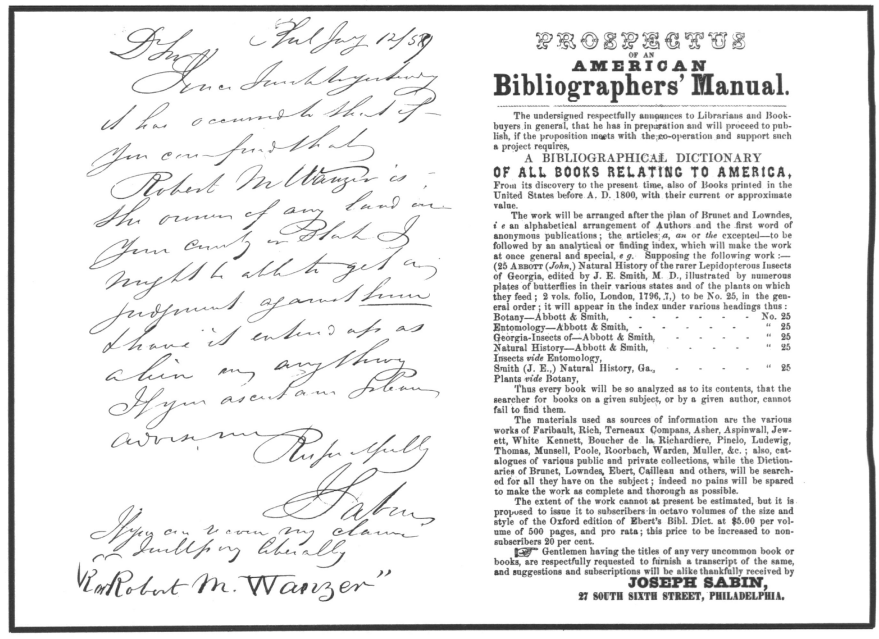
By JOHN NEWMAN, *Assistant Librarian, Kirkwood Community College*

While much manuscript acquisition in American academic libraries still tends to focus on collections of notable or important *individuals*, many institutions are now collecting the papers of individuals who are not particularly well-known. This adjustment in emphasis is due in part to the increasingly sharp competition for major collections. Also, some librarians have discovered that material of substantial intrinsic and scholarly value can often be found among the papers of individuals whose lack of notoriety might suggest otherwise. This is particularly true of letters.

Like everyone else, famous and important persons tend to send away the originals of documents and letters they sign, keeping at best a copy for their own files. It is in the files of their correspondents that these signed originals may often be found. Further, if the correspondent is not particularly famous, and if his papers are not thus the objects of intense competition, a well-informed manuscript librarian can often acquire important and valuable materials by seeking out the papers of little-known individuals.

An example of such acquisition occurs among the collections of The University of Iowa Libraries, where thirty-six Joseph Sabin letters were brought to the Special Collections Department as part of the papers of a Manchester, Iowa, lawyer, Ray Burdett Griffin. Prior to the publication of an article[1] describing his manuscripts, Griffin was hardly known outside of the State. Sabin, on the other hand, is widely known among librarians and bibliographers as the compiler of the monumental *Bibliotheca Americana*.[2] He was also an active and successful book dealer, first in his native England and later in New York and Philadelphia.[3] An examination of the Sabin letters found in the Griffin Papers reveals a good deal about the man and his financial affairs, and provides some insight into his bibliographic activities.

The letters in The University of Iowa's collection are dated between 11 December 1858, and 21 July 1870, thus representing nearly twelve full years of regular correspondence. They are spread evenly throughout the period, with at least one letter dated during each calendar year. Most letters are one or two page holographs, and many



PROSPECTUS
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A BIBLIOGRAPHICAL DICTIONARY
OF ALL BOOKS RELATING TO AMERICA,
From its discovery to the present time, also of Books printed in the United States before A. D. 1800, with their current or approximate value.

The work will be arranged after the plan of Brunet and Lowndes, *i e* an alphabetical arrangement of Authors and the first word of anonymous publications; the articles *a, an* or *the* excepted—to be followed by an analytical or finding index, which will make the work at once general and special, *e g.* Supposing the following work:—
(25 ABBOTT (*John,*) Natural History of the rarer Lepidopterous Insects of Georgia, edited by J. E. Smith, M. D., illustrated by numerous plates of butterflies in their various states and of the plants on which they feed; 2 vols. folio, London, 1796, 7.) to be No. 25, in the general order; it will appear in the index under various headings thus:

Botany—Abbott & Smith, ... No. 25
Entomology—Abbott & Smith, ... " 25
Georgia-Insects of—Abbott & Smith, ... " 25
Natural History—Abbott & Smith, ... " 25
Insects *vide* Entomology,
Smith (J. E.) Natural History, Ga., ... " 25
Plants *vide* Botany,

Thus every book will be so analyzed as to its contents, that the searcher for books on a given subject, or by a given author, cannot fail to find them.

The materials used as sources of information are the various works of Faribault, Rich, Terneaux Compans, Asher, Aspinwall, Jewett, White Kennett, Boucher de la Richardiere, Pinelo, Ludewig, Thomas, Munsell, Poole, Roorbach, Warden, Muller, &c.; also, catalogues of various public and private collections, while the Dictionaries of Brunet, Lowndes, Ebert, Cailleau and others, will be searched for all they have on the subject; indeed no pains will be spared to make the work as complete and thorough as possible.

The extent of the work cannot at present be estimated, but it is proposed to issue it to subscribers in octavo volumes of the size and style of the Oxford edition of Ebert's Bibl. Dict. at $5.00 per volume of 500 pages, and pro rata; this price to be increased to non-subscribers 20 per cent.

☞ Gentlemen having the titles of any very uncommon book or books, are respectfully requested to furnish a transcript of the same, and suggestions and subscriptions will be alike thankfully received by

JOSEPH SABIN,
27 SOUTH SIXTH STREET, PHILADELPHIA.

are written on Sabin's distinctive stationery, which carries advertisements for his bibliographies and catalogs. One such letter is illustrated above, showing the juxtaposition of a Sabin holograph and an advertisement for *Bibliotheca Americana*.

The majority of letters in the collection are similar in content to the one above, dealing with court cases, land purchases and financial matters. Although these topics may not be particularly interesting to librarians, it is worth noting that Sabin, a bibliographer and bookseller, had sums in the order of thousands of dollars available for land speculation.

One letter in the collection should, however, have more meaning for bookmen, for it reveals something of the way in which Sabin acquired entries for his *Bibliotheca Americana*. Addressed to Griffin, it reads,

> DSir
> I saw on your shelves the "Geology of Iowa" 2 vols [rl] 8°. I meant to have copied the title—will you be so good as to copy the title & tell me how many pages there are in each volume & the number of plates—as I want to include it in my book.
> My friend who talked of buyng the land suddenly left for **Europe**' I have not seen him **since.**
> Will you be so good as to send me one of the **Tax Rule Lists** for this fall & oblige.
>
> Yours Truly
> J Sabin

> I think when my book is finished I shall likely come out & settle in your country as I was much pleased with the country.

Sabin did, in fact, include "The Geology of Iowa" in his *Bibliotheca Americana*,[4] but he did not live to complete his book and come to settle in Iowa.

The instance of the Sabin letters illustrates not only the value of collecting papers from lesser-known individuals, but, more generally, the importance of preserving all manuscript materials. If individuals with substantial collections of personal papers, or the heirs of such individuals, do not preserve their manuscript holdings and bring them to the attention of appropriate collectors and librarians, much valuable and useful material for scholarly research may be lost.

1. Ronald L. Fingerson, "Letters to an Iowa Lawyer, 1855-1870," *Books at Iowa,* 5 (November 1966) pp. 38-46.
2. *Dictionary of Books Relating to America: From Its Discovery to the Present Time,* commonly called *Bibliotheca Americana,* was begun by Sabin who completed parts 1 through 82 before his death. It was continued by Wilberforce Eames and finally completed in 1937 by R. W. G. Vail.
3. For a brief biographical sketch, see Stanley J. Kunitz and Howard Haycraft, *American Authors 1600-1900* (New York, Wilson, 1938) pp. 666-667.
4. This assumption is based on an entry found in volume 9, page 131 of the 1868 edition of *Bibliotheca Americana.* The *Report on the Geological Survey of the State of Iowa,* 2 volumes, octavo, published in 1858, would seem to be the title Sabin mentioned.

BROWN BROTHERS CELEBRATES 125TH ANNIVERSARY

The Brown Brothers, Limited, was founded in 1846, by Thomas Brown, on the present site of the King Edward Hotel. It is now Toronto's 13th oldest business, in terms of continuous existence.

From its earliest days, the firm specialized in bookselling, bookbinding and stationery, and was essentially engaged in local retail trade. Now, major emphasis is on the manufacture and wholesaling of commercial stationery products and office supplies from coast to coast. Co-incident with this transition, the company has preserved its early reputation as evidenced by the fact that skilled craftsmen have had the honour of producing specially bound editions for the British Royal Family for five generations.

Two destructive fires in 1904 practically wiped out the firm, but perseverance of owners and employees alike saw them through the crisis.

The present factory, warehouse and head office of Brown Brothers is located in a modern, one storey 125,000 sq. ft. building, which was erected in 1951. A branch warehouse is maintained in Vancouver for the purpose of providing effective distribution in the far west. Resident salesmen operate in the field from coast to coast.

The Manufacturing Division of the Company produces a complete range of office products, commercial stationery and custom-made items for resale through regular trade outlets. The Wholesale Division carries the widest range of sundry office supplies in Canada, again for resale through stationery dealers. A common sales force offers products from both divisions, thus providing a complete service to the trade.

In 1962, the Company established its Library and Educational Division, which serves yet another class of customers. This division specializes in the re-binding of library books and school textbooks for institutions, governments, and industrial accounts. Library Binding operations are carried out in the Toronto factory and in Kelowna, B. C., where a regional plant was established in 1966. A wide range of library and educational supplies is wholesaled, and the company recently entered the field of wholesale distribution of paperbacks from all the major publishers.

Until recently the company also operated a wholesale paper division through which various grades of fine paper were sold to printers and lithographers in the Province of Ontario. This division was sold to Kruger Pulp and Paper Limited in 1966.

A significant historical event for Brown Brothers and 18 other Toronto firms took place in 1950. At a special ceremony held at City Hall, the 19 firms, all of whom had been in business in Toronto for 100 years or more, presented to His Worship the Mayor a gold Chain of Office. Since 1950, the Chain of Office has been worn on all ceremonial occasions by various mayors and is indeed now symbolic of the office.

While national in character and operation, Brown Brothers still maintains solid roots in the city of Toronto. As one of its oldest corporate citizens, the company continues to view its stake in municipal business as a most important facet of overall operations.

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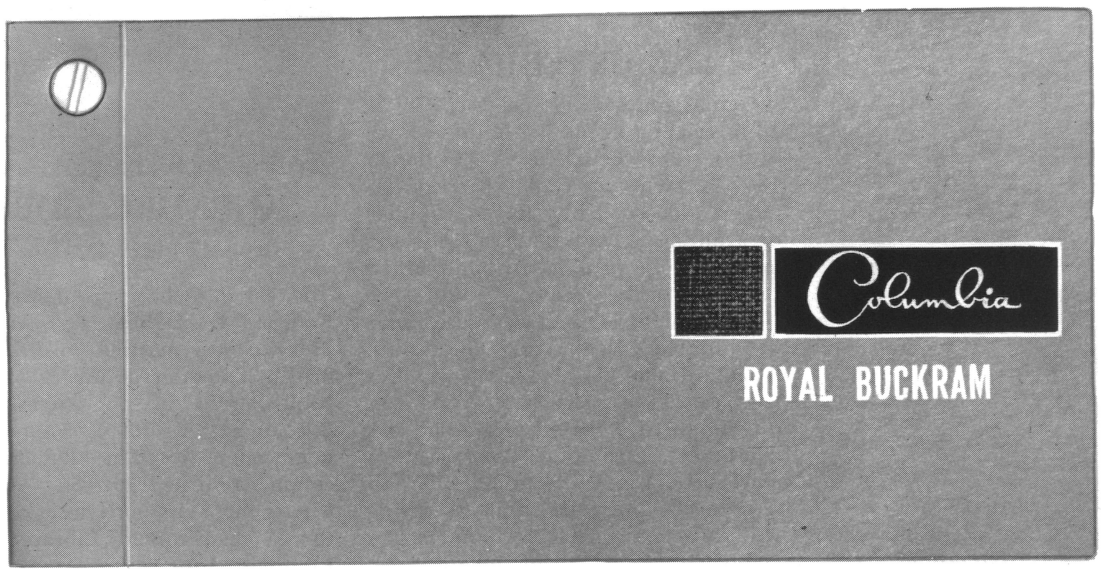

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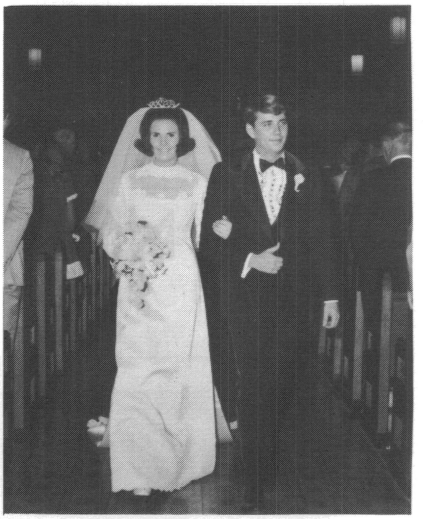

ANOTHER DOBBS FOR LBI

David F. Dobbs, son of Mr. & Mrs. Francis J. Dobbs, St. Augustine, Florida, was married to Peggy Ann Mullis, daughter of Mr. & Mrs. Carl Mullis, also of St. Augustine, on December 5, 1970. Following a honeymoon to The Bahamas, the couple returned to St. Augustine, where they are both associated with the Dobbs Brothers Library Binding Company, Inc.

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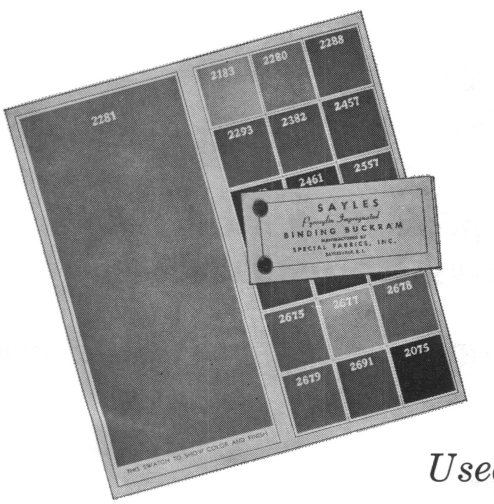

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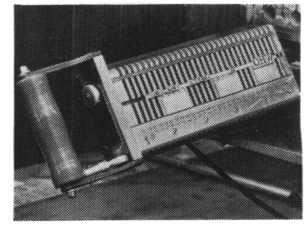

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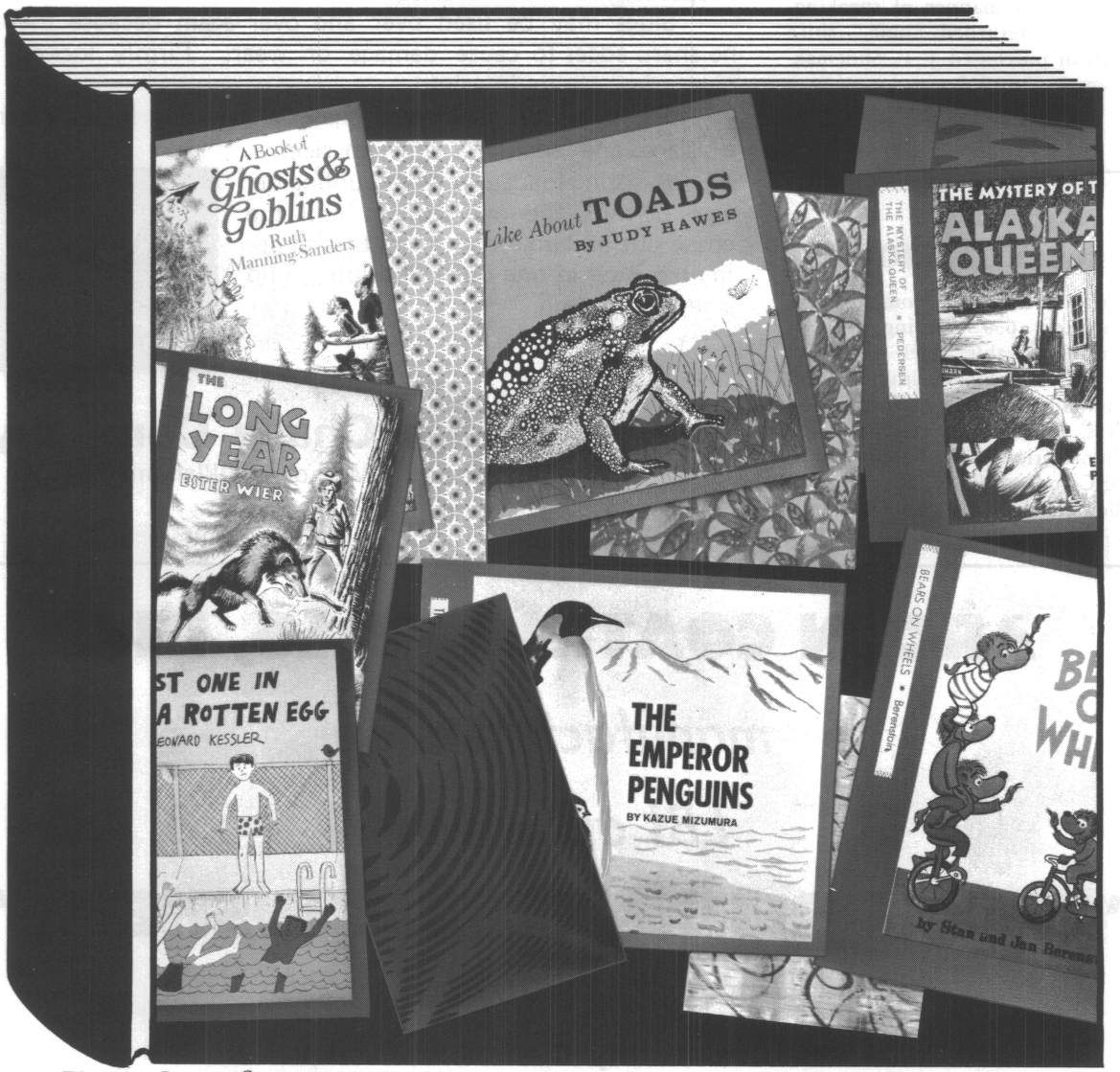

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THE LIBRARY IS MY CLASSROOM

By EDWARD A. TEMKIN, *Assistant Professor of Library Science, Newark State College*

In 1965, I ended an eight-year tour of duty as school librarian in a junior high school. During these years I started a new library from "scratch" and developed the same library into an important teaching agency within the school.

After several years on the job, I began to wonder if "the-all" of school librarianship was ordering, cataloging and getting books and other library materials into the hands of students and teachers. I began to question what I was doing in the school library because of my previous experience in the public library. So much of the routine and procedure was similar. So many of the books and periodicals I was then adding to the school library were already on the shelves of the public library.

The similarities between the two libraries posed this question: Was the school library duplicating the efforts of the public library?

On the surface it appeared so, but I would not allow myself to accept this conclusion. I felt that there was a deeper purpose to a school library than just the addition and distribution of library materials.

Assuming that there was a deeper purpose, I returned to my library science textbooks, re-examined my Masters' study courses in secondary education, and delved into my experiences with secondary school students, college students and teachers. The results were most informative.

The school library was established due to a change in the methods of education. Teaching was no longer textbook-centered, and learning was no longer just the memorization of a textbook. The teacher used a variety of sources in her teaching and then sent the student off to learn by himself, by searching for the information in all media of communication. To implement the change, a wide variety of sources in all media of communication was necessary, centrally located within the school and easily accessible to both faculty and students alike.

The literature mentions, but does not emphasize, instruction in the use of the library. From my experience as a public librarian and later a school librarian, I found that very few students were able to locate information effectively for themselves. Many had to be helped, even to the point of spoon-feeding.

I also found that many teachers had a misconception of the purpose of a school library. They looked upon the school library as their private preserve. It was not uncommon to dump an entire class on the school librarian, so that they could have a free period, or send a misbehaved student to the library who should have been sent to the office.

As these facts revolved in my mind, a philosophy of school librarianship began to develop:

> The school library is my classroom. It is my classroom from the windows to the doors, from the ceiling to the floor. Everything within these limits is part of the classroom; and all activities come under my guidance and direction. The library is neither a social hall nor a students' lounge, as many students would like to make it. It is not a study hall or a dumping ground for badly behaved students, as many teachers would like to make it. The school library is a bona fide classroom, just like any other classroom, in which the school librarian teaches the student body how to use the library and its resources, how to do reference and research work, and how to search for information in a proper manner.
>
> This is so because modern education has made it so. Modern education has changed the methods of teaching. No longer is the student asked to learn words and facts from a textbook and then recite them the next day in class. Today, students learn by looking for the facts, by searching for the information in a large variety of sources.
>
> But this large variety of materials cannot be found in adequate quantity in the classroom. The classroom is too small to house them. They can be found only in a room especially set aside for them—the room we call the school library.
>
> Merely having large collections of materials, however, does not ensure their proper use. Students must still be taught how to use them; otherwise, the collections sit on the shelves gathering dust or remain in the files unnoticed, much like a grand piano in a home with no one to play it.
>
> The librarian's job does not end with formal library instruction. It continues informally as supervision over the students' search for knowledge. In this phase, the librarian does not act as searcher but as advisor. He does not go to the shelves or files to get materials but, through questions and suggestions, directs the student to the sources needed in his research.
>
> In this manner, the school library becomes a classroom, where students are trained to be skillful users of the school library. By providing such training, the school library can meet its obligations to today's educational program.

Teaching students to use the library was the deeper purpose which I sought and to which I still subscribe. Library instruction is the cement that binds the library together. It is the one activity that can justify the school library's existence, as no other activity, in my opinion, has such validity.

The effects of such instruction are far-reaching. Students are better able to make use of the school library, and, when taught how to use other libraries, they find the larger collections in public and college facilities important in their research.

This philosophy has given direction and purpose to my work. It has made it worthwhile. It has also made me realize that the school library was not duplicating the efforts of the public library, but rather carrying out a concept which would, in the long run, be most beneficial to the students.

In 1965, I returned to the public library field as director of a small public library. In this capacity, I was able to evaluate and see the results of library instruction. When the school librarian gave instruction, students used the public library with very little help. In the absence of such instruction, students needed lots of help, even to the point of opening the page and pointing to the information.

Any program of library instruction, to be successful, must have the cooperation of the public librarian. He has a very important role to play in the educational plan. When students come to the public library, he should guide them to the sources and refuse to do

the searching. He should only move in to help when the students' research is over and above the library instruction they have already received in school.

It naturally follows that constant contact between the school and public librarian is necessary. Both must know what the other is doing. Otherwise, the public librarian, with one stroke of the pen, can erase every bit of instruction the school librarian has given. Through such cooperation, both libraries will contribute to the education of today's students.

As the school library develops into the media center, the above philosophy continues to prevail. The media center, like the school library, is still a classroom. The addition of audio-visual and non-print materials does not change the basic concept. Moreover, this development has made it mandatory to include in library instruction the use and operation of audio-visual machines, such as filmstrip projectors, micro-film readers, filmstrip viewers, tape recorders, and stereo record players. If a high school is fortunate enough to have a computer, library instruction should include the use of the console and the catalogs that indicate the core locations of information within the memory bank.

As knowledge is increasing at a very rapid rate, it is a physical impossibility to keep up with all aspects of change. But we could keep up with some of these, if somewhere along the line some one took the time to tell us where and how to *find information*. Students graduating from school with this knowledge will be better prepared for college and better able to continue their education after college.

So let us not look at the school library (or, if you prefer, the media center) as merely a storehouse of learning materials, but rather as a teaching agency where students learn to find information and use it effectively.

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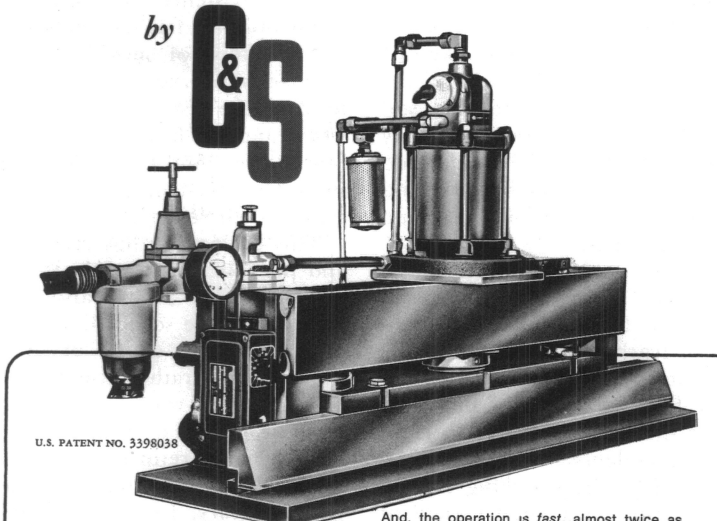

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Miss Jo Iris Smith is the 1970 recipient of the $1000 American Bindery Fellowship for Graduate Study in Librarianship. The Fellowship has been presented annually for the past seven years by the American Bindery of Topeka, Kansas, for study at the Graduate Library School at Kansas State Teachers College of Emporia.

Miss Smith is a native of Memphis, Tennessee, and received her undergraduate degree in secondary education from LeMoyne College. She had considerable library experience during her college years and prior to deciding on a career in librarianship, she taught mathematics for several years.

Mr. Tom Ladwig, Associate Professor of Librarianship at Kansas State Teachers College, has praised Miss Smith as one of the outstanding library school students.

THE DEPARTMENT OF INSTRUCTIONAL MEDIA CALIFORNIA STATE COLLEGE, LONG BEACH

By NANCY ROOZEN *with* DR. RICHARD JOHNSON

Adaptive and innovative—these are the two words that most accurately describe the programs in the Department of Instructional Media, offered by the School of Education at California State College, Long Beach.

The college is one of nineteen state colleges, all of which stress the liberal arts and sciences. Each college operates as an individual school, in that the programs offered are those which satisfy the anticipated needs, both educational and professional, of the local area as well as the state. The area served by California State College, Long Beach, includes heavily populated Los Angeles and Orange Counties. The demands on the college, in general, and its school of education, in particular, have indeed been heavy over the past few years, and the trend is expected to continue.

To fill the needs of the area, the School of Education in 1960 established a Department of Instructional Media, which offered a graduate program to fill the demands in the field of education and meet the many demands of the great metropolis for specifically trained personnel. The first established program at the college requires thirty units of course work from the upper and graduate divisions in the areas of education and media. It leads to a Master of Arts in Education, with specialization in instructional media.

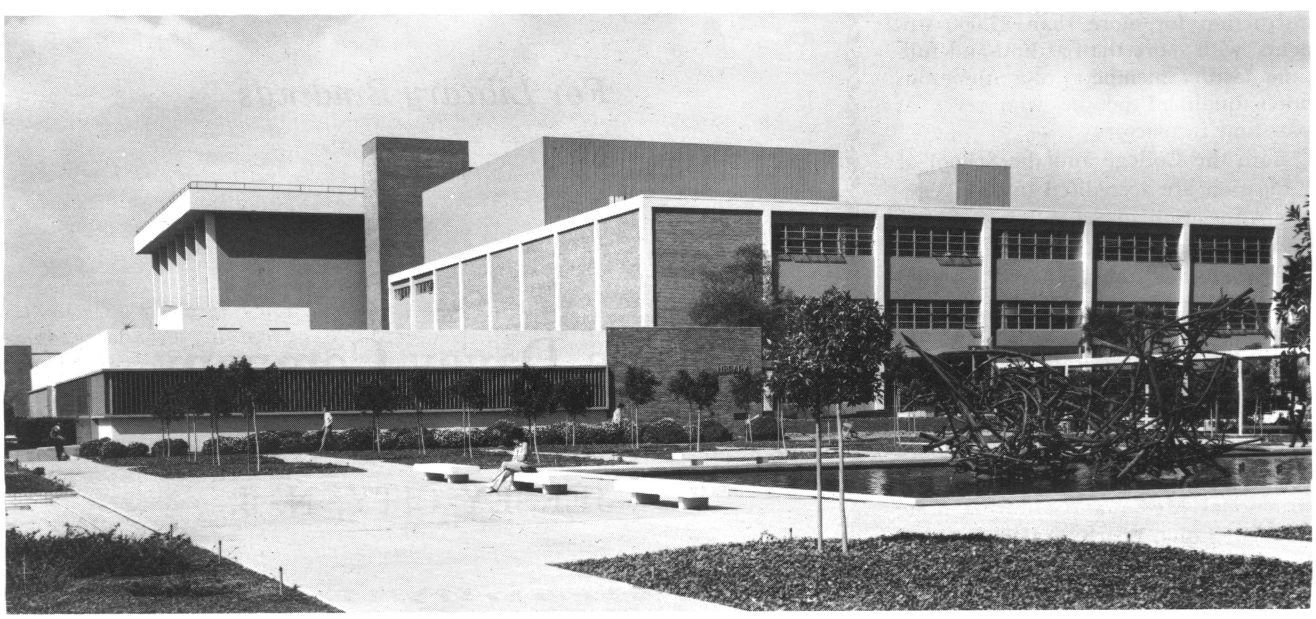
Within a few years a second program was established within the School. While ESEA Title II seemed to educators to be the answer to the problem of establishing and enlarging school library collections, when it came time to staff these libraries, there were not enough professionally trained people to fill the positions. To fill this need, a professional library education program was established at the college to meet the requirements for state librarianship certification. This state credential, requiring twenty-four units of special library education courses, permits the holder to serve as a librarian and teach the use of the library in the California public schools. However, to be eligible for this credential, the student must first hold or qualify for a teaching credential, at either the elementary, secondary, or junior college levels. Students may work toward both the teaching credential and the librarianship credential concurrently, although each of these requires a semester of "student field work" as part of the training. Since the requirements for the teaching credential were raised a few years ago to include a Master's degree in some special subject area, a student may elect to fulfill that requirement by completing a total of thirty units in library education, the same requirement for a Master's degree in Education, and only six more than required for the librarianship credential.

A third program offered by the Department of Instructional Media is also a graduate program, which leads to a Specialist Certificate in Instructional Media. It requires 21 units beyond the Bachelor's degree, but does not involve an advanced degree per se. There are three tracts for graduate students desiring the specialist credential:

(1) for individuals who are or are planning to work with Trainee programs in industry or business:
(2) for individuals with experience in library education who are or are planning to work with school systems in school instructional materials centers; and
(3) for individuals with experience in audio-visual education, who are or are planning to work in school instructional materials centers.

The specialist certificate is granted to students who wish to be employed as Employee Development Personnel in business and industry, as well as Materials Resource Personnel in the state's schools.

Other challenges and goals were added following the publication of *Standards for School Media Programs,* published in 1969 by the American Library Association, and the revision of *Standards for School Media Programs in California,* published in late 1970 by a joint committee of the California Association of School Librarians and the Audio-Visual Education Association of California. An adaption of existing graduate programs, although started before final publication of either the state or



national standards, serves to fulfill the objectives of both of these. It leads to a Master of Arts in Education, with a combined specialization. The program requires thirty units of course work from the upper and graduate divisions in the combined areas of instructional media and library education. There are a total of 65 to 70 units offered in the two areas, which include special topics which are generally offered during the summer. The special topics are workshops or seminars, usually available on a one-time basis, and the student may elect to enroll in up to six units of these, which vary from one to three units each.

A new library opened at California State College, Long Beach, in 1970, and serves as the resource center for the students as well as a media center. Within its five stories may be found nearly 400,000 accessioned items divided according to the Library of Congress system into the major subject areas of the sciences, the social sciences, the humanities, and education. Approximately 2800 current periodicals, including 25 newspapers, microfilm maps, filmstrips, microtexts, records, art slides and art prints, are available to the students and faculty. Many sources of instruction can also be found in the subground level education and curriculum library. Special reading rooms make up a part of the facilities in each subject area, as well as rooms for typing, listening, viewing, and other activities. The former college library building, adjoining the new one, is now being remodeled and will be used as a graduate research library upon completion.

The history of California State College, Long Beach, is not a long one, as it is a young college, established in 1949. However, it is already providing instruction for more than 27,000 students, with more than a thousand full-time faculty members, plus numerous other qualified people who serve as part-time instructors.

Both the College and the School of Education are accredited by the Western Association of Schools & Colleges, the California State Department of Education and the National Council on Accreditation of Teacher Education. It holds membership in the Association of American Colleges and the Council of Graduate Schools in the United States, as well as the Western Association of Graduate Schools. Chairman of the Department of Instructional Media at California State College, Long Beach, is Dr. Richard Johnson. Mr. Charles Boorkman is the college librarian.

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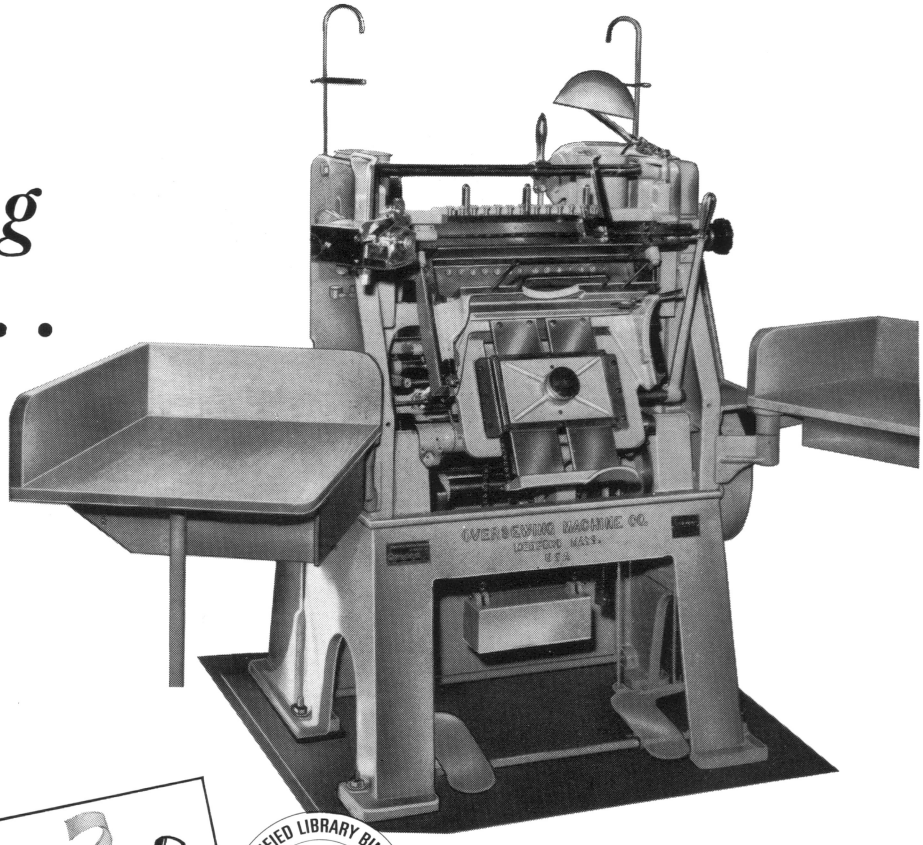

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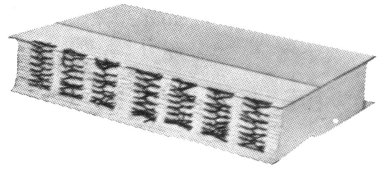

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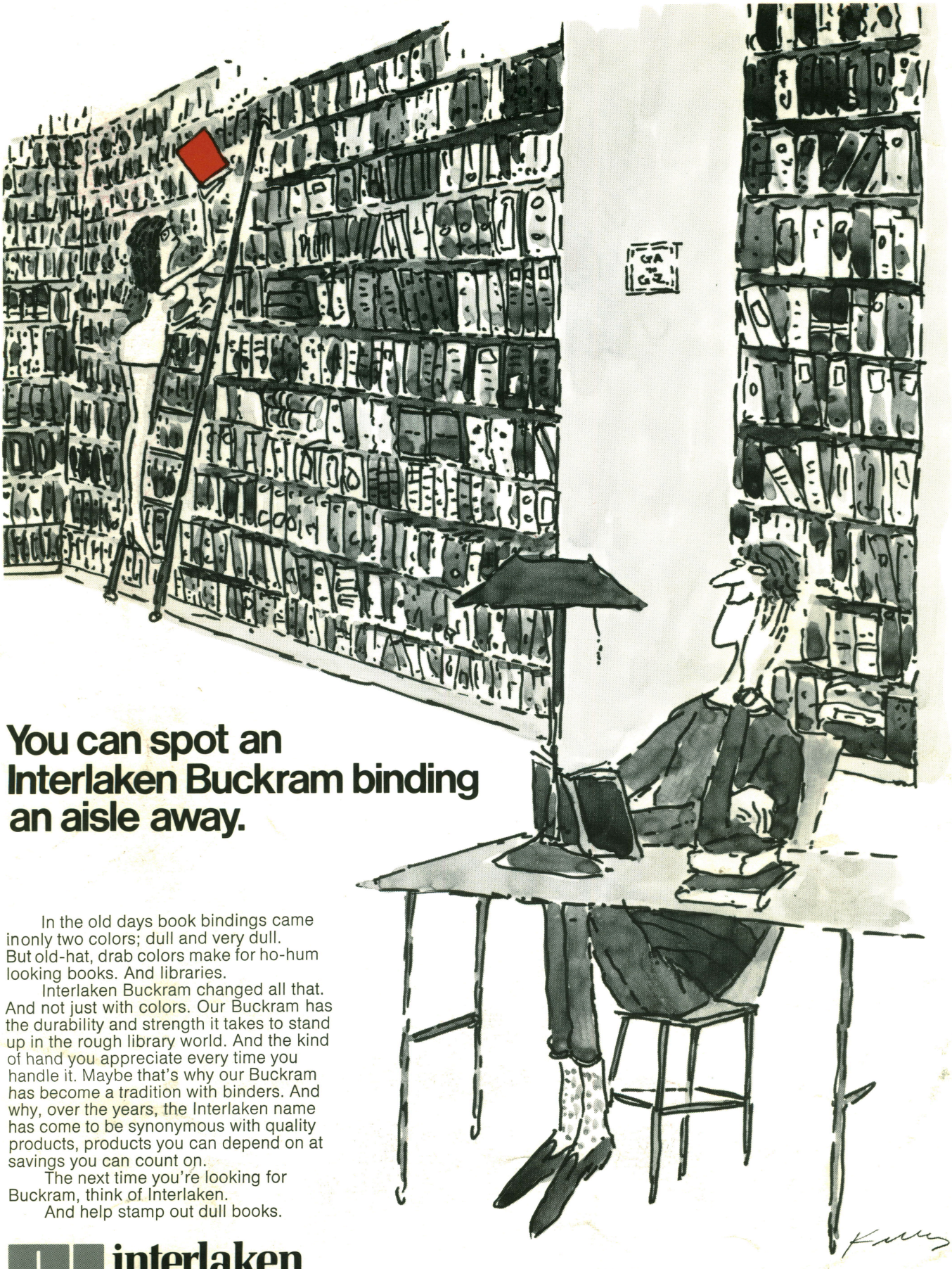

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